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ABSTRACT

For this normative survey of graduate students, questionnaires were sent to 51,429 students at 158 sample institutions that have graduate programs in academic and technical areas that lead primarily to master's and doctoral degrees. Sixty-six percent or 33,511 returned usable forms. For this survey 3 types of weights were developed: (1) a between-college weight, (2) a within-college weight, and (3) a subject weight. The established ACE survey design was used that: (1) defines and stratifies the population of institutions; (2) samples institutions disproportionately within cells; and (3) samples observation units within these institutions. The tables present information on: (1) demographic and background characteristics, (2) academic progress in terms of degrees and institutions, (3) academic progress and experience, (4) career progress and involvement, (5) attitudes toward higher education and their academic experience, and (6) general and political attitudes and preferences, all by sex and highest degree expected. Other tables present data on percentage distribution among academic disciplines by sex, and on (1) demographic and background characteristics; (2) academic progress in terms of degrees and institutions, and in terms of experience; (3) career progress and involvement; (4) attitudes toward higher education and their academic experience; and (5) general and political attitudes and preferences, all by field of study. (AF)

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OFFICE OF RESEARCH · AMERICAN COUNCIL ON EDUCATION

The American Graduate Student: A Normative Description

JOHN A. CREAGER

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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THE AMERICAN GRADUATE STUDENT: A NORMATIVE DESCRIPTION

John A. Creager

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Foreword

This report, published by the American Council on Education in connection with its continuing Cooperative Institutional Research Program, resulted from a special research project done in cooperation with the Carnegie Commission on Higher Education. The total cooperative project, which included surveys of faculty, graduate students, and undergraduates in American colleges and universities, was initiated, designed, and carried out through the joint efforts of the two organizations; it was supported by the Carnegie Commission and by the U.S. Office of Education, Department of Health, Education, and Welfare. Any opinions expressed in this report do not necessarily reflect the position or policy of the funding agencies or of affiliated organizations, and no official endorsement by these organizations or agencies should be inferred.

Support for the analysis of data and preparation of this report came from grants to the American Council on Education from the National Science Foundation (GR-100) and the National Institute of Mental Health (Grant 1 R12 MH17). Alexander W. Astin and Alan E. Bayer played key roles in the liaison with the Carnegie Commission and were helpful in the subsequent analysis of data and in the preparation of this report. Charles L. Sell provided extensive programming assistance in developing the weights and statistical tabulations. Joan G. Creager devoted many tedious hours of her professional time to aiding the author in preparing the tables from the computer printouts provided through the Office of Research data-accessing system. Preparation of the manuscript, including the formidable chore of typing and checking the numerous tables, was carried out by Margo King. Jeannie Royer was responsible for making arrangements for the

final printing. Laura Kent made many useful editorial suggestions on the draft.

Although it is not feasible to mention by name the many other persons at the Council or associated with the Carnegie Commission, including those at the University of California at Berkeley, who have had some hand in this project from questionnaire preparation, sampling, and administration through the writing of the final report, their contributions are gratefully acknowledged.

Finally, we express our appreciation to the graduate students, representatives, and presidents of the cooperating institutions, without whose support and interest this project would not have been possible.

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The American Graduate Student: A Normative Description

In 1969, the Carnegie Commission on Higher Education conducted a set of extensive surveys of students, faculty, and nonteaching staff in the nation's colleges and universities. The American Council on Education agreed to cooperate in these surveys, which were implemented by the Survey Research Center at the University of California at Berkeley. Through its Cooperative Institutional Research Program (CIRP), which began in the fall of 1966, the Council has collected information from the freshmen entering a nationwide sample of institutions of higher education. Thus, by cooperating with the Carnegie Commission, the Council had the opportunity to supplement its data on undergraduates and on the college environment. At the same time, the Carnegie Commission was able to take advantage of the Council's established institutional sample and the related logistical arrangements at the participating institutions and to utilize data already collected by the Council.

The extensive questionnaires used in these surveys were designed to elicit a wide variety of information for research and to provide national normative data representative of the heterogeneous populations of institutions and of persons in higher education. This report deals with the graduate students: their backgrounds, their current status and experiences, and their expectations for the future. In many respects, it parallels a previous ACE report describing college faculty (Bayer, 1970).

Several general studies of graduate education have appeared in recent years (e.g., Berelson, 1960; Walters, 1965; Arlt, 1968; and Mayhew, 1970)

and the general aspects of graduate education have been studied against the general background of concern about the nation's human resources (Folger, Astin, and Bayer, 1970). Moreover, particular aspects of graduate education have been the focus of a number of special studies in three major areas of interest. In the first area, the abilities and prior achievements of graduate students as measured by the Graduate Record Examinations have been the subject of many studies, both published and unpublished (Lannholm, 1968). There was also an extensive series of studies constituting a program of research on the evaluation and selection of National Science Foundation graduate fellows (Harmon, 1966). A second area--that of graduate enrollments, trends, and doctorate production and utilization--is covered in the annual reports of enrollments and earned degrees conferred, published by the U. S. Office of Education, and in the frequent reports of doctorate production and projected trends, published by the National Research Council; this latter series includes some reports on the baccalaureate origins of science doctorates and on postdoctorate career patterns. A special study of women doctorates contributes a deeper insight into an important aspect of the nation's human resources (Astin, 1970). Recently, Cartter (1971) has given explicit attention to the relation between doctorate production and broader economic and demographic trends. Finally, in the third major area, graduate programs, faculties, and departments have been evaluated with respect to their reputations in the academic community (Cartter, 1966; Roose and Andersen, 1970).

If the development of the graduate student as a human resource is

regarded as the primary purpose of graduate education, it is remarkable that so little has been done to assess graduate students' experiences and developing expectations as the students themselves report them. Although Heiss, in her more general studies of graduate education (1970), included a questionnaire survey of doctoral candidates at nine diverse universities, the present survey is by far the most extensive one that uses the graduate student as respondent, regardless of his current status or level of degree aspiration. The scope of this undertaking is reflected in the comprehensive content of the 12-page questionnaire (a copy of which is shown in Appendix A of this report) and by the scope of the initial working sample of 158 participating institutions.

The Graduate Student Population and Its Sampling

The established ACE survey design--which was the one employed for the survey of graduate students--is to define and stratify the population of institutions, to sample institutions disproportionately within cells, and then to sample observation units within these institutions. The general principles and strategies of such survey sampling in higher education, and the weighting procedures used to adjust survey data files, have been discussed elsewhere (Creager, 1968). For reasons of logistics and cost, the several surveys conducted by the Carnegie Commission used samples of institutions that participated in the Council's Cooperative Institutional Research Program; in the case of the graduate student survey, however, only

those institutions that had postbaccalaureate programs were included. Thus, the institutions surveyed consist of a subsample of the Council's stratified national sample and provide the base for within-institution sampling of graduate students.

The U. S. Office of Education (1969) was the source of data on the 1968 enrollments by sex in 1,075 institutions offering postbaccalaureate programs. Both degree candidates and noncandidates and both resident and extension students were included in the enrollment figures; persons doing postdoctoral work, taking short refresher courses, or pursuing other special programs were excluded. These data, in conjunction with the type and control characteristics of the institutions are required to define and stratify the population of institutions and to provide the basis for weighting the survey data. Because of the logistic and cost constraints on the survey sample, a subpopulation of 803 institutions was defined as the relevant universe for the present study. Thus, the graduate survey excluded institutions whose primary emphasis is on postbaccalaureate professional training for the clergy, the arts, medicine, and law. The relevant universe, then, consists of those institutions with graduate programs in academic and technical areas that lead primarily to master's and doctoral degrees (Ph.D., Ed.D., or equivalent) and that are located in the 50 states or the District of Columbia. It should be noted, however, that a few institutions in the sample, usually the universities, have some programs which are oriented toward the religious, artistic, medical, and legal professions. The 803

institutions were stratified in ten cells as shown in Table 1.

Each institutional representative for the ACE Cooperative Institutional Research Program provided a roster of the graduate students enrolled at his institution. All 158 sample institutions are listed in Appendix B. An approximately three-sixteenths random sample of graduate students selected from these rosters was mailed the questionnaire. Of the 51,429 questionnaires sent out, 33,511 usable forms were returned (66 percent) after two mail followups of nonrespondents and a phone followup of 1,000 residual nonrespondents. No usable questionnaire was obtained from students in four very small institutions. Another institution, an art school included in the original sample, was dropped from the normative sample because it was not a member of the population as defined. Thus, the data are based on the responses of 33,119 graduate students from 153 institutions.

Weighting Procedures

To obtain a normative description of the American graduate student population, the survey information was weighted so as to reasonably approximate population distribution parameters. Three types of weights were developed. The first, a between-college weight, adjusts the data for the disproportionate sampling of institutions relative to the target population as stratified into the ten cells shown in Table 1. This stratification takes into account institutional type and control as defined by the U. S. Office of

Education in the Higher Education General Information Surveys. The weight for institutions in a given stratification cell was calculated as the ratio of students (both part-time and full-time) enrolled for advanced degrees in all population institutions in that cell to the corresponding enrollment count for the sample institutions in that cell. This procedure was carried out separately for each sex. The weights, ranging from 2.1 to 18.5, are shown in Table 1. Also shown in Table 1 are the number of institutions and the number of graduate students, by sex, in each cell for both the population and the sample.

The second type of weight, a within-college weight--computed separately not only for each sex but also for each participating institution--is the ratio of the number of enrollees for advanced degrees to the number of survey respondents. Thus, it takes into account the original three-sixteenths sampling as well as variations between colleges in the total response rate. It does not control for such other possible sources of differential response rates as academic field, socioeconomic background, race, or ability.

The third type of weight, computed separately for each sex, is the subject weight, which was finally applied to the data files to produce the normative distributions tabulated in this report. The subject weight is the product of the first two weights that correspond to the respondents' institution and sex.

National Normative Estimates

The weighted national estimates of the percentage distributions of American graduate students on items from the survey questionnaire are presented in a series of tables. Table 2 shows the actual and the weighted numbers of graduate students in the normative groups, defined by highest degree expected and by field of graduate study. In Tables 3 to 8, the distributions of responses on various items are indicated for each sex, and for both sexes combined, in five categories and for all respondents combined. The five categories are based on combinations of the response categories to item 4-3 of the questionnaire--highest degree expected. Table 9 gives the percentage distributions, for each sex and for both sexes combined, of responses to the five subitems concerning academic disciplines listed in item 13 of the questionnaire. These subitems ask about the respondent's intended and actual undergraduate major fields, his department of graduate study, and his actual or intended fields of master's and doctoral degrees. Tables 10 to 15 show the percentage distributions of responses to other questionnaire items within nine categories of major field as indicated by responses to the graduate department subitem; in this second set of distribution tables, only figures for both sexes combined are given.

The percentages shown for each item are based on the total number of students who responded to that item, and who also responded to the item which defined the relevant tabulation category (sex, field, highest degree expected). Percentages have been rounded to the nearest 0.1 percent and

will thus total to 100, within rounding error, although on those checklist items where the respondent was instructed to mark as many as apply, the percentages will generally total to more than 100 percent. In most cases, the response categories were tabulated in the same order as they appear on the questionnaire.

In the two major sets of tables (3 to 8 and 10 to 15), items have been arranged according to a useful, if somewhat arbitrary, classification as indicated by the table headings: demographic and background items in Tables 3 and 10; items about academic progress in terms of degrees received and institutions attended in Tables 4 and 11; other items on academic progress and experience in Tables 5 and 12; items on career and professional progress in Tables 6 and 13; items on attitudes toward higher education and academic experience in Tables 7 and 14; and other items on general and political attitudes or preferences in Tables 8 and 15.

Since, for reasons of space, many item designations had to be shortened, the reader is advised to check the survey questionnaire (Appendix A) for the complete wording, especially in the case of the attitude items. To facilitate cross-reference between tabulated item responses and the original survey items, each item in the tables is followed in parentheses by a reference to the appropriate questionnaire number, e.g., (26); where subitems were tabulated separately, a second number--e.g., (26-1)--is given if the subitems were horizontally arranged and a letter designation--e.g., (26-a)--is given if the subitems were vertically arranged in the questionnaire. The

opposite cross-reference, from questionnaire item to location in the tables, may be found in Appendix C.

For special purposes, alternative classifications and cross-tabulations may prove more useful than marginal distributions. To meet such needs, qualified persons may use the data-accessing system developed by the Council's Office of Research (Bayer et al., 1969).

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TABLES

Table 1

Sampling Data and Cell Weights Used for Graduate Student Survey

Stratification Cell for Sampling	Number of Institutions		Number of Graduate Students				Cell Weights* Applied to Data Collected from	
			Population		Population			
	Population	Sample	Men	Women	Men	Women	Men	Women
1. Public universities	147	49	273,457	120,400	133,383	56,392	2.1	2.1
2. Private universities	72	28	177,575	64,318	85,744	30,147	2.1	2.1
3. Public liberal arts colleges	89	10	69,679	63,109	11,184	9,542	6.2	6.6
4. Public teachers colleges	127	7	46,533	48,603	2,533	2,636	18.4	18.5
5. Public technical colleges	13	3	6,714	1,017	2,963	444	2.3	2.3
6. Private nonsectarian liberal arts and teachers colleges	116	25	29,914	16,863	3,853	2,221	7.8	7.6
7. Private nonsectarian technical colleges	16	5	10,642	1,033	6,687	534	1.6	1.9
8. Roman Catholic liberal arts colleges	91	13	16,919	11,450	2,586	2,083	6.5	5.5
9. Other sectarian liberal arts colleges	101	8	8,766	4,089	730	374	12.0	10.9
10. Predominantly black colleges	31	5	5,122	5,260	2,180	1,406	2.3	3.7

*Ratio between the number of 1968 postbaccalaureate students enrolled in all colleges and the number of 1968 postbaccalaureates enrolled at colleges in the sample. These weights were further adjusted to correct for non-participation of individuals within colleges.

Table 2

Actual and Weighted Numbers of Graduate Students in the Normative Groups

Normative Groups	Actual			Weighted		
	Men	Women	Total	Men	Women	Total
Highest degree expected:						
Ph.D.	10,282	2,817	13,099	256,306	83,697	340,003
Ed.D., D.A., other doctoral	1,888	872	2,760	64,114	33,222	97,336
First professional	2,296	486	2,782	55,824	15,163	70,987
Subdoctoral, subprofessional (e.g., A.A., B.A., M.A., M.A.T.)	3,939	2,941	6,880	122,466	121,619	244,085
Subtotal	18,405	7,116	25,521	498,710	253,701	752,411
No response	5,432	2,166	7,598	145,497	82,176	227,673
Department of graduate study:						
Biosciences	1,800	415	2,215	42,624	12,103	54,727
Business	2,623	126	2,749	77,699	3,741	81,440
Education	2,542	2,866	5,408	98,910	123,975	222,885
Engineering	3,337	68	3,405	78,384	1,597	79,981
Arts and Humanities	2,667	2,318	4,985	72,467	80,520	152,987
Mathematics and Physical Sciences	2,845	414	3,259	67,626	13,405	81,031
Social Sciences	2,683	1,389	4,072	70,539	43,124	113,663
Health Fields	307	299	606	6,914	9,932	16,846
Law	1,552	120	1,672	39,662	4,293	43,955
Subtotal	20,356	8,015	28,371	554,825	292,690	847,515
No response	3,481	1,267	4,748	89,382	43,187	132,569
Total	23,837	9,282	33,119	644,207	335,877	980,084

Table 3

Demographic and Background Characteristics of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected: All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Sex (1)															
Male	100.0	0.0	65.7	100.0	0.0	75.4	100.0	0.0	65.9	100.0	0.0	78.6	100.0	0.0	50.2
Female	0.0	100.0	34.3	0.0	100.0	24.6	0.0	100.0	34.1	0.0	100.0	21.4	0.0	100.0	49.8
Race (74)															
Caucasian	92.2	93.1	92.5	91.7	92.1	91.8	91.4	91.1	91.3	97.4	95.8	97.0	95.9	95.7	95.9
Negro	2.3	3.5	2.7	1.6	2.8	1.9	6.5	5.9	6.3	1.6	3.6	2.0	1.2	2.4	1.8
Oriental	3.8	2.2	3.2	4.8	3.8	4.5	1.4	2.0	1.6	0.8	0.6	0.8	1.5	0.9	1.2
Other	1.7	1.2	1.6	2.0	1.3	1.8	0.6	1.0	0.8	0.2	0.0	0.2	1.3	1.0	1.1
Age (75)															
Under 22	1.4	2.7	1.8	1.3	2.4	1.6	0.6	2.9	1.4	3.5	3.5	3.5	1.4	3.4	2.4
22	7.4	11.0	8.6	7.9	12.9	9.1	4.3	7.8	5.5	18.0	17.2	17.8	6.1	12.2	9.1
23	10.0	11.8	10.6	11.6	13.9	12.2	4.7	9.6	6.4	18.7	14.6	17.9	7.9	11.1	9.5
24	10.5	9.8	10.2	11.5	12.1	11.6	7.3	9.5	8.0	18.0	12.4	16.7	8.3	9.3	8.8
25	9.9	8.0	9.3	11.6	9.2	11.0	6.2	9.5	7.4	12.7	7.1	11.5	8.6	8.6	8.6
26-27	17.2	11.7	15.3	19.4	13.3	17.9	14.6	11.2	13.4	12.7	9.1	11.9	15.3	12.0	13.6
28-29	11.0	6.4	9.4	11.6	7.5	10.6	10.7	7.6	9.7	5.9	6.7	6.1	11.7	5.1	8.4
30-34	16.7	10.5	14.6	15.0	12.0	14.2	21.6	11.2	18.1	6.1	10.8	7.1	21.0	8.9	15.0
35-39	7.6	8.4	7.9	5.8	7.3	6.2	16.4	11.0	14.6	1.4	4.6	2.0	8.1	8.0	8.0
Over 39	8.3	19.8	12.2	4.4	9.5	5.6	13.5	19.7	15.6	3.0	14.0	5.3	11.6	21.5	16.5
Citizenship (76)															
U. S.--Yes	91.4	96.3	93.0	89.4	92.7	90.2	91.4	97.6	93.5	98.9	98.8	98.9	95.4	98.8	97.1
U. S.--No	8.6	3.7	7.0	10.6	7.3	9.8	8.6	2.4	6.5	1.1	1.2	1.1	4.6	1.2	2.9
Have been citizen of another country	3.9	3.4	3.7	5.3	5.5	5.3	2.0	1.8	1.9	2.0	2.2	2.1	2.3	2.1	2.2
Have not been citizen of another country	96.1	96.6	96.3	94.7	94.5	94.7	98.0	98.2	98.1	98.0	97.8	97.9	97.7	97.9	97.8

Table 3 (Continued)

Demographic and Background Characteristics of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected: All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Marital status (2)															
Never married	28.8	36.2	31.4	32.1	42.0	34.5	18.4	29.9	22.3	41.1	44.3	41.8	23.2	34.1	28.6
Engaged	4.1	5.7	4.6	3.9	6.1	4.6	2.3	5.4	3.4	7.4	8.2	7.5	3.9	6.2	5.0
Married once	63.2	49.9	58.6	60.5	42.8	56.2	72.8	54.2	66.5	50.0	42.4	48.4	69.0	53.8	61.4
Remarried	2.3	2.6	2.4	2.0	2.7	2.2	3.5	3.5	3.5	0.8	1.3	0.9	2.9	1.8	2.3
Separated	0.4	1.0	0.6	0.3	1.4	0.6	0.5	0.8	0.6	0.2	0.2	0.2	0.3	0.8	0.6
Divorced	1.1	3.6	2.0	1.0	4.5	1.9	2.5	4.8	3.2	0.6	2.8	1.1	0.6	2.4	1.5
Widowed	0.1	1.0	0.4	0.1	0.5	0.2	0.0	1.3	0.5	0.0	0.9	0.2	0.1	1.0	0.5
Number of children (3)															
None	59.0	64.3	60.8	65.3	71.3	66.8	41.2	59.0	47.3	79.2	73.7	78.0	51.0	63.8	57.4
One	14.5	9.6	12.9	14.9	9.4	13.5	13.4	10.9	12.6	10.5	5.6	9.4	14.6	10.0	12.3
Two	14.4	13.4	14.1	11.9	11.2	11.7	26.7	16.6	23.3	6.6	9.7	7.2	17.0	12.1	14.5
Over two	12.2	12.6	12.3	7.9	8.1	8.0	18.7	13.6	16.9	3.8	10.9	5.3	17.5	14.1	15.8
Adequacy of finances (55)															
Very adequate	18.1	20.2	18.8	17.6	19.3	18.0	13.0	20.5	15.5	19.6	23.3	20.4	22.1	20.3	21.2
Adequate	56.7	57.1	56.8	55.0	52.7	54.4	61.3	52.8	58.4	53.9	49.1	52.9	57.7	62.7	60.2
Inadequate	20.7	17.7	19.6	22.6	21.5	22.3	18.8	22.2	20.1	20.8	22.4	21.1	17.3	13.9	15.6
Very inadequate	4.6	5.0	4.7	4.8	6.5	5.3	6.9	4.5	6.1	5.7	5.1	5.6	2.9	3.0	3.0
Total family income (56)															
Less than $2500	6.7	7.7	7.0	8.6	10.3	9.0	4.1	6.0	4.7	8.7	7.0	8.3	4.2	7.0	5.6
$2500-2999	4.0	3.3	3.8	6.0	6.1	6.0	2.1	2.4	2.2	2.2	3.4	2.5	1.5	1.8	1.6
$3000-3499	4.9	3.3	4.3	7.2	5.6	6.8	2.7	1.9	2.5	3.7	4.1	3.8	2.4	2.0	2.2
$3500-3999	3.5	2.0	3.0	5.1	2.7	4.5	2.1	2.5	2.2	2.9	4.6	3.3	1.5	1.6	1.6
$4000-4499	4.1	2.1	3.4	4.9	3.4	4.6	6.5	2.5	5.2	3.7	3.6	3.7	1.6	1.4	1.5
$4500-4999	3.1	2.0	2.8	4.1	3.1	3.8	1.8	1.8	1.8	4.2	1.7	3.7	1.5	1.8	1.7

Table 3 (Continued)

Demographic and Background Characteristics of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected: All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Total family income (continued)															
$5000-5999	6.4	5.2	6.0	8.1	5.8	7.5	4.2	4.9	4.5	7.0	5.6	6.7	3.6	4.9	4.2
$6000-6999	6.3	7.9	6.8	6.8	7.9	7.1	5.3	8.2	6.3	9.2	5.8	8.5	5.6	8.8	7.2
$7000-7999	7.2	6.8	7.1	7.3	5.3	6.8	9.3	6.7	8.4	7.4	6.5	7.2	6.5	8.0	7.2
$8000-9999	12.9	10.0	11.9	12.1	8.7	11.3	13.5	11.3	12.8	10.2	9.4	10.0	16.4	11.1	13.8
$10000-11999	12.2	11.1	11.9	10.1	9.3	9.9	14.8	10.7	13.4	8.6	5.7	8.0	15.6	12.8	14.2
$12000 and over	28.7	38.5	32.0	19.7	31.9	22.7	33.5	41.1	36.1	32.1	42.7	34.3	39.7	38.8	39.3
Expenses during current term (57)															
Under $50	12.4	14.9	13.2	14.6	11.4	13.8	16.0	14.4	15.5	3.2	9.3	4.4	12.2	18.4	15.3
$50-99	11.7	17.4	13.6	12.5	11.7	12.3	13.2	19.2	15.2	2.9	10.2	4.4	13.8	22.3	18.0
$100-199	18.5	21.2	19.4	20.2	19.4	20.0	17.5	20.9	18.7	8.7	17.1	10.5	21.8	21.7	21.7
$200-299	12.2	12.0	12.1	13.1	14.0	13.3	9.6	12.6	10.6	8.8	10.9	9.3	12.8	11.4	12.1
$300-399	8.5	7.9	8.3	7.2	8.2	7.4	9.5	9.3	9.4	7.8	9.4	8.2	11.1	6.7	8.9
$400-499	6.9	6.3	6.7	6.9	9.5	7.5	7.4	6.8	7.2	8.1	6.3	7.7	6.2	4.2	5.2
$500-699	8.6	7.4	8.2	8.9	9.6	9.1	9.2	5.7	8.0	9.1	5.7	8.3	7.1	6.7	6.9
$700-999	7.3	5.3	6.6	6.8	6.6	6.7	7.0	4.3	6.1	14.3	11.6	13.7	5.4	3.9	4.7
$1000 or over	14.1	7.7	11.9	9.9	9.5	9.8	10.6	6.8	9.3	37.2	19.7	33.5	9.7	4.7	7.2
Sources of income (58-1)*															
Fellowship	17.7	15.0	16.8	25.8	28.7	26.5	13.9	11.6	13.1	13.4	19.5	14.7	6.2	8.0	7.1
Teaching/research assistantship	31.1	30.0	30.7	43.4	37.1	41.8	30.7	31.3	30.9	10.9	18.3	12.5	16.7	24.5	20.6
Nonacademic job	39.2	23.9	34.0	31.5	22.9	29.4	38.8	20.3	32.5	45.8	29.9	42.4	55.6	27.7	41.5
Spouse's job	29.3	38.5	32.4	30.1	32.5	31.3	32.0	40.9	35.0	32.8	31.1	32.4	25.8	42.4	34.1
Savings	22.9	23.5	23.1	21.4	22.9	21.7	27.4	22.5	25.7	32.8	29.9	32.2	21.6	24.3	23.0
Investments	11.2	7.2	9.8	10.0	6.7	9.2	10.3	8.4	9.7	14.5	6.7	12.8	12.3	6.7	9.5
Aid from family	17.7	17.8	17.8	15.7	21.7	17.2	9.0	12.7	10.3	44.0	31.0	41.2	13.3	14.7	14.0
Personal loan	4.0	4.3	4.1	3.8	4.8	4.0	3.8	5.3	4.3	6.9	8.2	7.2	2.6	3.8	3.2
Government or institutional loan	14.4	8.7	12.5	12.0	11.1	11.8	14.4	8.5	12.4	31.3	17.4	28.3	11.1	7.1	9.1
Other	18.3	18.2	18.3	15.6	12.8	14.9	24.2	25.3	24.5	15.1	14.8	15.0	21.1	22.2	21.6

*Multiple responses possible; total may be greater than 100.

Table 3 (Continued)

Demographic and Background Characteristics of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected														
	All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary Source, Current Year (58-2)															
Fellowship	11.7	11.2	11.5	18.1	23.1	19.4	7.1	8.4	7.5	5.0	11.3	6.4	3.8	5.2	4.5
Teaching/research assistantship	22.2	20.2	21.5	30.0	25.1	28.8	24.2	19.7	22.7	5.2	12.0	6.8	13.5	17.2	15.3
Nonacademic job	25.9	13.6	21.7	19.2	10.1	17.0	22.0	11.4	18.4	18.6	10.4	16.8	45.5	17.7	31.6
Spouse's job	15.5	30.4	20.5	15.7	25.7	18.2	16.4	29.0	20.7	25.0	24.2	24.8	12.0	34.0	23.0
Savings	3.4	4.4	3.7	2.0	2.8	2.2	7.1	3.8	6.0	4.9	5.6	5.0	3.7	5.6	4.6
Investments	1.1	0.7	1.0	0.9	0.7	0.8	0.5	0.7	0.5	1.6	1.0	1.4	1.0	0.6	0.8
Aid from family	6.4	6.1	6.3	3.5	5.3	3.9	2.8	5.3	3.7	23.4	14.3	21.4	5.2	5.2	5.2
Personal loan	0.4	0.7	0.5	0.3	0.5	0.3	0.3	0.4	0.4	1.2	0.8	1.1	0.4	0.8	0.6
Government or institutional loan	4.0	3.1	3.7	2.8	2.0	2.6	4.2	1.9	3.4	11.0	10.9	11.0	3.1	2.5	2.8
Other	9.5	9.6	9.5	7.4	4.7	6.8	15.3	19.4	16.8	4.1	9.6	5.3	11.8	11.2	11.5
Primary Source Since Entering Graduate School (58-3)															
Fellowship	14.1	13.5	13.9	21.5	24.1	22.2	8.7	10.4	9.3	5.3	14.3	7.2	5.1	6.4	5.8
Teaching/research assistantship	23.0	20.4	22.1	32.1	26.2	30.6	24.2	20.4	22.9	4.6	9.6	5.7	11.5	17.3	14.4
Nonacademic job	24.3	11.8	20.1	17.4	8.9	15.3	22.0	11.8	18.5	17.3	12.0	16.1	44.4	15.2	30.0
Spouse's job	11.7	27.2	16.9	11.9	21.6	14.3	8.6	25.4	14.3	18.9	21.0	19.4	11.3	32.7	21.8
Savings	3.6	4.7	3.9	2.3	3.7	2.7	6.0	2.7	4.9	5.6	6.1	5.7	4.3	5.7	5.0
Investments	1.0	0.6	0.8	0.7	0.7	0.7	0.4	0.6	0.4	2.1	1.1	1.9	0.8	0.6	0.7
Aid from family	8.1	8.1	8.1	4.6	7.4	5.3	3.4	7.1	4.7	29.2	16.7	26.5	6.4	6.2	6.3
Personal loan	0.6	0.5	0.5	0.4	0.5	0.4	0.5	0.7	0.6	1.2	0.9	1.1	0.4	0.5	0.5
Government or institutional loan	4.6	3.7	4.3	2.6	2.6	2.6	11.2	3.8	8.7	11.5	10.7	11.3	3.1	3.1	3.1
Other	9.2	9.5	9.3	6.6	4.3	6.0	15.1	17.1	15.9	4.4	7.7	5.1	12.6	12.4	12.5

Table 3 (Continued)

Demographic and Background Characteristics of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected														
	All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Religion in which raised (63-1)															
Baptist	4.7	5.5	5.0	4.1	4.3	4.1	6.8	6.7	6.8	3.7	2.4	3.4	5.1	4.9	5.0
Southern Baptist	3.2	3.0	3.2	3.2	3.3	3.2	3.5	4.9	4.0	3.3	3.7	3.4	3.2	2.5	2.9
Congregational	3.9	4.5	4.1	3.5	3.4	3.5	2.6	5.8	3.7	4.5	4.7	4.6	6.1	4.8	5.5
Episcopal	5.0	6.4	5.5	5.2	7.1	5.7	2.7	10.2	5.2	6.3	6.0	6.3	5.0	5.9	5.4
Jewish	12.9	14.6	13.5	11.5	15.3	12.5	10.0	12.8	10.9	19.9	21.5	20.2	12.9	12.6	12.8
Latter Day Saints	1.1	0.9	1.0	1.2	0.2	0.9	1.1	0.8	1.0	1.2	0.1	0.9	0.7	1.0	0.9
Lutheran (ALC)	4.2	4.6	4.3	5.0	5.3	5.1	5.3	3.5	4.7	3.1	2.6	3.0	3.4	5.2	4.3
Lutheran (Missouri Synod)	1.6	1.3	1.5	1.7	1.2	1.5	1.5	2.1	1.7	1.2	1.3	1.2	1.4	1.1	1.3
Methodist	12.9	14.4	13.4	11.7	11.5	11.6	21.5	16.8	19.9	12.0	14.0	12.5	11.5	18.1	14.8
Presbyterian	7.9	7.7	7.8	8.4	8.1	8.4	6.6	5.5	6.2	11.1	9.9	10.9	6.7	8.5	7.6
Quaker	0.2	0.3	0.2	0.2	0.3	0.2	0.3	0.5	0.4	0.2	0.5	0.3	0.1	0.1	0.1
Roman Catholic	25.9	23.1	24.9	24.9	21.2	24.0	24.2	19.6	22.7	22.2	22.9	22.4	29.3	23.6	26.5
Unitarian-Universalist	0.5	0.8	0.6	0.7	0.8	0.8	0.4	1.1	0.6	0.5	1.8	0.8	0.3	0.6	0.4
Other Protestant	6.8	6.4	6.7	7.4	5.3	6.9	6.7	6.1	6.5	5.8	5.0	5.6	8.3	7.2	7.8
Other religion	4.3	2.1	3.6	5.0	4.0	4.8	2.8	0.9	2.2	2.1	0.5	1.8	2.7	1.0	1.9
None	4.1	3.7	3.9	5.3	6.9	5.7	3.6	2.6	3.2	2.3	2.2	2.3	2.4	2.2	2.3
No response	0.8	0.7	0.8	0.9	1.7	1.1	0.4	0.1	0.3	0.4	0.7	0.5	0.8	2.3	0.6
Present religion (63-2)															
Baptist	2.9	2.9	2.9	2.2	1.7	2.0	2.8	4.0	3.2	2.0	2.1	2.0	5.4	2.8	4.1
Southern Baptist	2.0	1.6	1.9	1.6	0.9	1.4	2.5	3.3	2.7	1.8	1.7	1.8	2.8	1.7	2.2
Congregational	2.1	3.1	2.4	1.7	1.2	1.6	2.6	2.8	2.6	2.7	1.4	2.4	2.1	4.6	3.4
Episcopal	4.6	5.9	5.1	3.8	6.7	4.5	8.0	9.1	8.4	4.9	5.9	5.1	4.8	4.9	4.8
Jewish	9.9	11.5	10.4	7.8	10.8	8.5	8.4	11.4	9.4	15.9	15.2	15.8	10.6	10.5	10.5
Latter Day Saints	1.0	0.9	0.9	1.0	0.3	0.8	1.0	0.8	0.9	1.1	0.0	0.8	0.5	0.9	0.7
Lutheran (ALC)	3.0	3.1	3.0	3.1	2.1	2.9	4.3	2.0	3.6	2.2	2.1	2.2	2.9	4.5	3.7
Lutheran (Missouri Synod)	1.1	0.9	1.1	1.1	0.8	1.0	0.9	1.4	1.1	1.1	0.5	0.9	1.2	0.9	1.1
Methodist	8.1	8.5	8.2	6.7	4.3	6.1	12.7	11.2	12.2	6.9	7.0	6.9	8.5	11.5	10.0
Presbyterian	5.6	7.2	6.1	5.0	4.3	4.8	7.3	5.1	6.6	6.4	5.6	6.2	5.8	10.4	8.1

Table 3 (Continued)

Demographic and Background Characteristics of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected														
	All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Present religion (Continued)															
Quaker	0.5	0.5	0.5	0.6	0.9	0.7	0.2	0.7	0.4	0.4	1.3	0.6	0.2	0.3	0.2
Roman Catholic	19.7	18.4	19.3	17.4	13.6	16.5	20.2	16.4	18.9	17.1	19.8	17.7	24.0	19.6	21.8
Unitarian-Universalist	1.9	3.1	2.3	2.3	4.2	2.7	3.6	1.8	3.0	1.5	4.0	2.0	1.0	2.7	1.9
Other Protestant	4.5	3.6	4.2	4.2	2.6	3.8	4.8	3.4	4.3	4.7	3.3	4.4	5.8	4.8	5.3
Other religion	3.9	2.1	3.3	4.8	3.1	4.4	3.1	2.4	2.8	2.0	0.9	1.8	2.5	0.7	1.6
None	24.2	21.4	23.3	31.0	35.5	32.1	13.7	17.9	15.1	24.1	24.1	24.1	17.9	15.1	16.5
No response	5.2	5.3	5.2	5.8	7.1	6.1	3.9	6.2	4.7	5.2	5.1	5.2	4.0	4.1	4.1
Attitude toward religion (64)															
Deeply religious	11.4	14.1	12.3	11.7	12.3	11.9	12.9	18.1	14.6	7.7	12.6	8.8	11.0	14.9	12.9
Moderately religious	49.1	53.6	50.6	44.3	41.7	43.7	58.7	54.7	57.3	45.8	48.4	46.4	55.1	58.8	56.9
Largely indifferent to religion	31.8	27.1	30.2	33.6	37.2	34.5	23.8	21.2	22.9	38.7	32.3	37.3	28.8	23.1	26.0
Basically opposed to religion	7.7	5.3	6.9	10.3	8.8	10.0	4.6	6.1	5.1	7.7	6.8	7.5	5.1	3.2	4.2
Lived while growing up (65-1)															
On a farm	8.8	9.9	9.2	9.3	6.9	8.8	9.8	11.4	10.3	7.4	6.4	7.2	8.3	11.9	10.1
In a small town	20.9	21.0	20.9	20.6	19.6	20.4	23.0	23.4	23.1	18.1	17.9	18.1	21.6	22.2	21.9
In a moderate-sized town or city	26.8	28.3	27.3	26.6	27.5	26.8	27.2	27.4	27.3	28.2	27.0	28.0	25.8	29.5	27.6
In a suburb of a large city	21.5	18.9	20.6	21.2	20.8	21.1	22.4	15.5	20.1	28.1	29.5	28.4	21.3	17.7	19.5
In a large city	22.0	22.0	22.0	22.3	25.2	23.0	17.6	22.3	19.2	18.2	19.2	18.4	23.1	18.7	20.9
Would prefer to live (65-2)															
On a farm	7.0	6.0	6.6	6.9	5.9	6.7	6.1	4.8	5.6	7.4	3.4	6.6	8.0	7.1	7.5
In a small town	11.6	8.8	10.6	11.9	6.0	10.4	10.8	8.1	9.9	8.4	6.3	7.9	11.9	9.5	10.7
In a moderate-sized town or city	36.6	34.4	35.8	37.2	30.8	35.6	41.7	35.1	39.5	33.1	33.3	33.2	36.0	37.0	36.5
In a suburb of a large city	30.7	30.6	30.7	28.4	28.1	28.3	32.3	34.3	33.0	34.7	29.3	33.5	31.4	31.7	31.6
In a large city	14.2	20.2	16.2	15.6	29.2	18.9	9.2	17.7	12.1	16.4	27.6	18.8	12.7	14.8	13.7

Table 3 (Continued)

Demographic and Background Characteristics of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected: All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Length of residence in state (66)*															
Grew up in state	44.7	52.7	47.4	34.9	38.2	35.7	51.9	57.9	53.9	52.2	52.3	52.3	54.6	59.3	56.9
First came to state as an undergraduate	12.1	17.0	13.7	10.0	16.8	11.5	18.8	19.2	19.0	11.7	15.2	12.4	12.1	14.7	13.3
First came to state as a graduate student	46.3	35.3	42.9	57.2	49.0	55.3	35.9	30.1	34.1	35.6	30.3	34.6	31.5	25.5	28.7
Spouse's education (68-1)															
8th grade or less	0.3	0.9	0.5	0.4	1.2	0.5	0.2	0.9	0.4	0.2	0.6	0.3	0.2	1.2	0.6
Some high school	1.6	1.8	1.6	1.3	1.0	1.3	0.5	1.1	0.7	0.3	0.5	0.3	2.5	2.6	2.5
Completed high school	15.0	7.2	12.6	10.5	1.4	8.7	17.2	10.3	15.2	8.4	2.7	7.3	22.2	8.8	16.2
Some college	26.3	13.9	22.5	26.6	8.6	23.0	27.6	14.4	23.7	23.4	10.6	20.9	27.8	15.5	22.3
Graduated from college	31.9	18.2	27.7	32.5	11.8	28.4	28.0	19.9	25.6	43.3	15.0	37.8	30.6	22.8	27.1
Attended graduate or professional school	14.2	20.3	16.1	16.1	22.1	17.3	14.8	21.0	16.7	16.1	26.7	18.2	10.9	19.1	14.5
Attained advanced degree	10.7	37.6	18.9	12.6	53.9	20.9	11.7	32.5	17.8	8.3	43.8	15.2	5.8	30.1	16.6
Father's education (68-2)															
8th grade or less	21.0	19.7	20.5	18.6	14.4	17.6	28.0	21.5	25.8	11.9	10.5	11.6	23.4	22.6	23.0
Some high school	14.7	12.8	14.1	13.0	11.4	12.6	21.2	15.6	19.3	8.6	8.9	8.7	17.8	12.5	15.2
Completed high school	20.5	20.1	20.4	21.5	17.0	20.4	18.5	21.2	19.4	21.4	21.7	21.5	20.7	22.7	21.7
Some college	13.9	15.6	14.5	14.5	17.6	15.2	11.0	13.9	12.0	15.5	17.2	15.8	13.7	14.5	14.1
Graduated from college	12.4	13.2	12.7	13.1	15.6	13.8	9.3	11.1	9.9	16.0	13.3	15.4	11.0	12.1	11.5
Attended graduate or professional school	5.3	6.2	5.6	5.4	6.6	5.7	2.9	5.8	3.9	8.3	7.8	8.2	4.5	5.6	5.0
Attained advanced degree	12.1	12.4	12.2	13.9	17.3	14.7	9.2	10.9	9.8	18.3	20.5	18.8	9.0	9.9	9.5

*Three dichotomies with different response rates; may not total 100 percent.

Table 3 (Continued)

Demographic and Background Characteristics of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	All Groups Combined			Highest Degree Expected: Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Mother's education (68-3)															
8th grade or less	15.9	14.9	15.5	14.5	11.6	13.8	18.8	16.6	18.1	7.6	10.1	8.1	17.9	15.7	16.8
Some high school	13.9	12.7	13.5	12.0	11.7	11.9	20.1	11.6	17.2	8.9	7.9	8.7	15.6	13.5	14.5
Completed high school	34.1	28.7	32.3	35.1	27.9	33.3	30.9	30.8	30.9	32.7	28.0	31.7	35.7	30.6	33.1
Some college	15.5	18.9	16.7	16.1	21.2	17.4	13.6	20.1	15.8	21.8	21.4	21.7	14.3	18.2	16.2
Graduated from college	12.8	14.0	13.2	14.0	14.8	14.2	9.2	11.3	9.9	18.9	19.1	19.0	9.6	12.1	10.9
Attended graduate or professional school	3.4	6.2	4.4	3.7	5.4	4.2	3.6	4.9	4.0	4.1	8.2	5.0	2.5	6.7	4.6
Attained advanced degree	4.4	4.6	4.5	4.5	7.4	5.2	3.8	4.8	4.1	6.0	5.3	5.8	4.4	3.2	3.8
Father's occupation (69)															
College or university teaching, research, or administration	2.4	2.9	2.6	3.2	4.2	3.5	2.7	2.3	2.5	1.7	4.5	2.3	1.2	2.3	1.8
Elementary or secondary school teaching, administration	2.8	3.3	3.0	3.0	3.2	3.1	2.7	3.9	3.1	3.2	2.4	3.1	1.8	3.2	2.5
Physician	3.2	2.9	3.1	2.3	3.7	2.7	2.7	3.3	2.9	6.5	4.7	6.1	3.9	2.2	3.1
Lawyer	2.2	2.8	2.4	2.3	3.3	2.5	1.3	2.5	1.7	4.4	5.3	4.6	1.2	1.9	1.6
Other professional	9.9	10.3	10.0	12.1	13.2	12.3	6.0	8.0	6.6	12.4	14.9	12.9	8.0	8.8	8.4
Managerial, administrative, semiprofessional	17.6	16.4	17.2	18.5	18.6	18.5	13.4	12.4	13.0	19.6	19.2	19.5	17.1	16.2	16.7
Owner, large business	1.6	2.2	1.8	1.3	2.3	1.6	1.7	2.0	1.8	2.7	2.7	2.7	1.6	1.6	1.6
Owner, small business	15.7	17.5	16.3	15.2	14.9	15.1	13.8	17.5	15.1	15.4	16.4	15.6	15.8	18.2	17.0
Other white collar: clerical or retail sales	6.2	7.8	6.7	6.6	4.4	6.0	7.3	9.4	8.0	5.6	4.4	5.4	5.6	10.4	8.0
Skilled wage worker	6.2	6.5	6.3	6.3	5.4	6.1	6.0	6.2	6.1	6.6	8.0	6.9	6.4	8.0	7.2
Semi- and unskilled wage worker, farm laborer	17.2	14.7	16.3	15.4	13.9	15.0	26.2	16.4	22.9	10.5	8.6	10.1	20.6	16.1	18.3
Armed forces	8.0	5.4	7.1	7.0	5.0	6.5	10.8	6.3	9.2	4.3	2.5	3.9	9.8	5.3	7.5
Farm owner or manager	1.6	1.9	1.7	2.0	2.2	2.1	0.8	3.2	1.6	2.0	1.3	1.9	1.2	1.1	1.1
Other	5.4	5.4	5.4	4.8	5.6	5.0	4.7	6.6	5.3	5.0	5.0	5.0	5.7	4.7	5.2

Table 3 (Continued)

Demographic and Background Characteristics of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected														
	All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Parents interested in intellectual pursuits (70-a)															
Strongly agree	15.9	26.6	19.6	15.3	27.4	18.3	14.2	28.1	18.9	16.0	21.5	17.2	15.2	26.4	20.8
Agree	38.8	40.2	39.3	39.7	36.2	38.8	42.8	39.6	41.7	42.3	44.0	42.7	34.0	40.6	37.3
Disagree	34.0	25.1	30.9	34.1	28.3	32.7	32.1	25.6	29.9	33.1	25.0	31.4	37.2	24.5	30.9
Strongly disagree	11.3	8.1	10.2	10.9	8.0	10.2	10.9	6.6	9.5	8.6	9.5	8.8	13.6	8.5	11.0
Parents interested in cultural pursuits (70-b)															
Strongly agree	10.0	16.3	12.1	9.4	19.1	11.8	8.4	16.4	11.1	10.3	15.8	11.5	9.3	13.5	11.4
Agree	38.9	44.4	40.7	39.1	41.7	39.7	41.4	43.5	42.1	41.9	45.7	42.7	34.6	45.5	40.0
Disagree	40.2	31.2	37.1	40.6	31.0	38.2	39.4	33.4	37.3	39.3	30.0	37.3	43.2	32.7	37.9
Strongly disagree	11.0	8.2	10.0	11.0	8.1	10.3	10.8	6.7	9.4	8.5	8.5	8.5	12.9	8.3	10.6
Parents deeply religious (70-c)															
Strongly agree	19.1	20.0	19.4	19.4	16.0	18.6	19.2	19.8	19.4	16.9	16.9	16.9	19.5	21.4	20.4
Agree	35.5	34.6	35.2	33.9	32.3	33.5	40.0	34.0	37.9	34.4	31.9	33.9	35.0	36.4	35.7
Disagree	35.6	32.9	34.7	36.1	34.6	35.7	32.8	35.0	33.5	38.0	35.8	37.6	37.4	32.3	34.8
Strongly disagree	9.8	12.5	10.7	10.6	17.2	12.2	8.1	11.2	9.2	10.6	15.4	11.7	8.0	10.0	9.0
Parents interested in politics (70-d)															
Strongly agree	10.9	17.5	13.2	10.1	17.9	12.0	14.6	15.8	15.0	12.9	16.5	13.7	8.4	18.5	13.4
Agree	56.0	57.0	56.4	56.5	55.6	56.3	51.8	57.5	53.7	60.6	59.7	60.4	57.3	55.8	56.6
Disagree	28.1	21.2	25.7	28.7	21.4	26.9	28.5	22.4	26.5	23.2	21.4	22.8	29.1	21.9	25.6
Strongly disagree	5.0	4.3	4.7	4.7	5.2	4.8	5.0	4.3	4.8	3.2	2.4	3.1	5.1	3.9	4.5

Table 3 (Continued)

Demographic and Background Characteristics of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected														
	All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Parents deeply concerned about their children (70-e)															
Strongly agree	68.2	73.3	70.0	68.4	69.4	68.7	63.9	77.1	68.4	76.1	71.3	75.1	66.7	74.5	70.6
Agree	27.4	22.8	25.8	27.1	24.8	26.5	31.7	19.3	27.5	21.0	22.9	21.4	29.0	22.6	25.8
Disagree	3.7	3.1	3.5	3.8	4.6	4.0	3.7	3.1	3.5	2.7	5.0	3.2	3.8	2.3	3.0
Strongly disagree	0.7	0.8	0.7	0.7	1.2	0.9	0.7	0.5	0.6	0.3	0.7	0.4	0.5	0.5	0.5
Parents financially comfortable (70-f)															
Strongly agree	22.2	27.3	24.0	21.3	30.0	23.4	17.2	25.9	20.2	32.0	27.6	31.0	22.7	25.3	24.0
Agree	48.1	47.2	47.8	49.9	45.4	48.8	47.6	44.2	46.5	47.6	44.0	46.9	47.3	50.6	49.0
Disagree	22.8	18.8	21.4	22.4	17.0	21.1	26.2	23.5	25.3	16.6	23.4	18.0	22.2	17.3	19.8
Strongly disagree	6.9	6.7	6.8	6.4	7.6	6.7	9.0	6.4	8.1	3.8	5.0	4.1	7.8	6.8	7.3
Parents have high aspirations for respondent (70-g)															
Strongly agree	56.9	58.1	57.3	56.8	57.0	56.8	54.1	62.9	57.1	70.5	60.3	68.4	52.1	57.6	54.8
Agree	37.7	34.3	36.5	37.9	33.9	36.9	38.9	29.3	35.6	26.6	29.9	27.2	42.8	35.8	39.3
Disagree	4.6	6.3	5.2	4.6	7.3	5.3	5.9	6.5	6.1	2.5	7.9	3.6	4.6	5.8	5.2
Strongly disagree	0.8	1.3	1.0	0.7	1.8	1.0	1.1	1.3	1.2	0.4	1.9	0.8	0.5	0.8	0.6
Contacts with parents (71)															
Am living with parents	6.2	10.4	7.6	6.1	7.9	6.6	4.8	9.1	6.3	6.4	8.8	6.9	6.7	13.9	10.3
Once a week or more	30.2	42.1	34.3	26.4	40.0	29.7	30.6	42.8	34.8	37.6	45.7	39.3	33.3	41.1	37.2
Two or three times a month	33.5	26.3	31.0	36.6	30.2	35.0	32.2	27.1	30.5	36.3	31.7	35.3	30.0	23.5	26.8
About once a month	18.4	9.4	15.3	19.9	11.8	17.9	16.4	8.2	13.6	13.7	6.3	12.1	18.3	9.8	14.1
A few times a year	6.4	3.0	5.2	6.7	5.2	6.3	9.1	2.4	6.8	3.1	2.5	3.0	5.6	1.8	3.7
Once a year or less	1.1	0.7	0.9	1.2	0.6	1.1	1.1	2.2	1.5	0.5	0.5	0.5	0.7	0.3	0.5
Both parents deceased	4.3	8.1	5.6	3.1	4.3	3.4	5.8	8.1	6.6	2.5	4.5	2.9	5.4	9.5	7.4

Table 3 (Continued)

Demographic and Background Characteristics of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected														
	All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Spent time in VISTA or Peace Corps (53)															
Yes	3.5	3.6	3.5	3.8	4.0	3.8	2.9	3.6	3.1	3.4	4.4	3.6	3.4	3.2	3.3
No, but plan to	1.1	1.3	1.2	1.1	1.6	1.2	0.6	0.6	0.6	2.5	2.4	2.5	0.7	1.6	1.2
No, but would like to	40.7	52.2	44.7	43.7	53.7	46.2	40.8	52.5	44.8	42.6	51.6	44.5	35.9	49.3	42.6
No, and wouldn't like to	54.7	42.9	50.7	51.4	40.7	48.8	55.8	43.2	51.5	51.6	41.6	49.4	60.0	45.9	52.9
Hours a day watching television (73)															
None	12.6	18.5	14.6	15.5	27.5	18.4	10.3	11.5	10.7	13.0	20.7	14.7	8.3	13.8	11.0
About ½ or less	23.4	24.1	23.6	24.3	27.3	25.0	18.3	24.1	20.3	25.8	26.2	25.9	21.3	22.4	21.9
About 1	25.4	21.7	24.1	25.2	19.6	23.9	25.8	22.9	24.8	25.7	23.1	25.2	25.4	22.4	23.9
About 1½	13.4	10.6	12.4	12.5	9.4	11.8	12.3	12.3	12.3	12.9	9.0	12.0	16.5	11.1	13.8
About 2	15.9	13.6	15.1	14.0	9.2	12.8	23.3	14.8	20.4	14.8	11.7	14.1	17.3	15.7	16.5
About 3	6.7	8.1	7.2	6.1	4.6	5.8	7.3	9.2	8.0	5.7	6.8	5.9	7.8	11.3	9.5
Four or more	2.7	3.3	2.9	2.3	2.3	2.3	2.7	5.2	3.5	2.1	2.5	2.2	3.4	3.3	3.3
Attend a religious service (72-a)															
Once a week or more	28.7	31.3	29.6	25.3	19.9	23.9	36.7	32.8	35.4	19.0	25.1	20.3	34.9	36.4	35.6
Two or three times a month	10.1	10.2	10.2	9.4	8.1	9.1	16.3	11.9	14.8	10.0	12.1	10.5	10.3	10.9	10.6
About once a month	7.4	7.1	7.3	6.7	6.9	6.7	7.9	9.8	8.5	8.8	7.2	8.5	7.3	7.4	7.3
A few times a year	21.3	22.3	21.6	19.9	20.8	20.2	16.4	22.3	18.4	28.5	23.8	27.5	21.6	23.6	22.6
Once a year or less	32.5	29.1	31.3	38.7	44.3	40.1	22.7	23.2	22.9	33.7	32.0	33.3	26.0	21.7	23.8
Attend a concert (72-b)															
Once a week or more	1.1	1.3	1.1	1.5	1.6	1.5	1.8	1.9	1.8	0.3	0.7	0.4	0.7	1.2	0.9
Two or three times a month	3.9	5.4	4.4	4.2	7.5	5.0	8.2	6.5	7.6	3.0	5.4	3.5	1.6	3.6	2.6
About once a month	11.7	15.9	13.2	13.7	19.2	15.1	11.6	16.9	13.4	12.2	19.2	13.7	7.1	12.9	10.0
A few times a year	43.2	49.9	45.5	44.2	52.2	46.2	40.5	51.9	44.4	46.2	47.0	46.3	39.5	48.9	44.2
Once a year or less	40.1	27.5	35.8	36.4	19.5	32.2	37.9	22.7	32.8	38.4	27.7	36.1	51.1	33.4	42.3

Table 3 (Continued)

Demographic and Background Characteristics of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected: All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Attend an "art" film (72-c)															
Once a week or more	1.5	2.1	1.7	1.9	2.1	1.9	0.8	2.3	1.3	1.2	1.6	1.3	0.9	2.1	1.5
Two or three times a month	5.9	7.8	6.5	7.3	11.1	8.2	4.6	9.1	6.1	4.9	7.4	5.4	3.2	5.7	4.4
About once a month	14.8	17.1	15.6	17.0	23.3	18.6	11.3	12.8	11.8	16.9	19.0	17.4	10.5	11.9	11.2
A few times a year	32.4	34.5	33.1	34.5	38.3	35.4	31.7	38.2	33.9	35.5	39.4	36.4	27.5	31.9	29.7
Once a year or less	45.5	38.5	43.1	39.3	25.2	35.9	51.6	37.6	46.8	41.4	32.5	39.5	57.9	48.5	53.2
Attend a play (72-d)															
Once a week or more	0.4	0.3	0.4	0.4	0.5	0.4	0.4	0.6	0.5	0.4	0.3	0.4	0.3	0.1	0.2
Two or three times a month	2.2	4.1	2.8	2.5	5.6	3.2	2.5	5.1	3.4	2.1	3.3	2.3	1.5	3.5	2.5
About once a month	12.1	18.2	14.2	13.4	21.4	15.4	10.4	19.5	13.5	11.4	18.6	13.0	9.0	14.4	11.7
A few times a year	49.7	55.5	51.7	48.3	53.7	49.7	52.3	57.1	53.9	52.2	60.0	53.9	50.6	57.6	54.1
Once a year or less	35.7	21.8	30.9	35.5	18.9	31.4	34.4	17.7	28.7	33.9	17.8	30.4	38.6	24.4	31.5
Attend an art exhibition (72-e)															
Once a week or more	0.8	1.4	1.0	0.7	1.9	1.0	0.7	1.7	1.0	0.8	0.5	0.7	0.9	1.0	0.9
Two or three times a month	2.9	5.1	3.6	3.2	6.3	3.9	3.7	5.5	4.3	2.8	3.0	2.8	1.5	4.1	2.8
About once a month	11.1	15.7	12.7	13.5	20.0	15.2	9.9	15.2	11.7	9.1	15.0	10.4	8.3	13.1	10.7
A few times a year	42.5	49.9	45.1	44.9	50.9	46.4	40.4	53.2	44.8	45.1	52.4	46.7	36.8	49.5	43.2
Once a year or less	42.7	27.9	37.6	37.6	20.9	33.5	45.3	24.4	38.2	42.2	29.1	39.5	52.4	32.3	42.3
Attend an athletic event (72-f)															
Once a week or more	5.8	2.3	4.6	4.0	1.0	3.3	10.4	3.5	8.1	5.3	0.9	4.4	6.2	2.3	4.2
Two or three times a month	13.6	7.4	11.5	10.9	5.9	9.7	22.4	11.6	18.8	16.5	8.2	14.7	13.3	6.3	9.8
About once a month	19.5	12.9	17.2	17.6	8.8	15.4	19.6	14.6	17.9	24.1	10.1	21.1	21.3	15.6	18.5
A few times a year	36.3	37.5	36.7	36.8	32.7	35.8	29.5	35.3	31.5	37.9	39.1	38.1	39.0	43.7	41.4
Once a year or less	24.7	39.9	29.9	30.7	51.5	35.8	18.2	34.9	23.9	16.3	41.7	21.7	20.1	32.1	26.1

Table 4

Academic Progress of American Graduate Students in Terms of Degrees and Institutions, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected														
	All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Highest degree held (4-1)															
Ph.D.	1.2	0.3	0.9	0.6	0.4	0.6	0.1	0.0	0.1	0.1	0.0	0.1	0.2	0.0	0.1
First professional medical degree (e.g., M.D., D.D.S.)	1.0	0.2	0.7	0.6	0.1	0.5	0.5	0.1	0.3	1.1	0.7	1.0	0.8	0.0	0.4
First professional law degree	1.2	0.5	0.9	0.6	0.3	0.5	1.1	0.5	0.9	1.1	0.2	0.9	1.3	0.1	0.7
Ed.D.	0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.1	0.1
Other doctorate (except first professional)	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0
Doctor of Arts or equivalent for doctorate without dissertation	0.6	0.5	0.6	0.9	1.1	1.0	0.5	0.3	0.4	0.0	0.2	0.0	0.0	0.0	0.0
Other first professional beyond undergraduate bachelor's	4.1	4.1	4.1	4.1	3.5	3.9	4.9	3.6	4.5	1.4	2.4	1.6	3.2	2.7	3.0
Master of Arts in Teaching	0.8	1.1	0.9	0.5	1.1	0.6	2.4	1.9	2.2	0.5	0.0	0.4	0.5	0.5	0.5
Master's (except first professional)	28.2	17.3	24.5	38.9	27.5	36.1	31.0	23.3	28.3	5.5	6.5	5.7	9.6	7.0	8.3
Undergraduate bachelor's	61.2	74.2	65.6	53.1	65.4	56.2	58.7	69.3	62.3	84.3	88.4	85.2	81.7	86.8	84.2
Less than bachelor's (A.A., etc.)	0.9	0.9	0.9	0.3	0.3	0.3	0.6	0.3	0.5	2.8	1.3	2.5	1.5	1.5	1.5
None	0.6	0.6	0.6	0.2	0.1	0.2	0.1	0.7	0.3	3.2	0.3	2.6	1.1	1.3	1.2
Highest degree working for (4-2)															
Ph.D.	29.2	12.8	23.6	53.7	37.2	49.6	3.1	1.2	2.5	1.6	0.7	1.4	1.1	0.5	0.8
First professional medical degree (e.g., M.D., D.D.S.)	5.8	1.0	4.2	0.9	0.4	0.8	1.8	0.2	1.3	35.5	11.0	30.3	1.8	0.2	1.0
First professional law degree	6.3	1.4	4.6	0.6	0.3	0.5	3.3	1.0	2.5	36.2	12.5	31.1	3.1	0.2	1.7
Ed.D.	2.7	1.8	2.4	0.1	0.2	0.1	19.2	13.3	17.?	0.0	0.0	0.0	0.1	0.1	0.1
Other doctorate (except first professional)	0.6	0.3	0.5	0.1	0.0	0.1	3.7	2.3	3.2	0.0	0.0	0.0	0.0	0.1	0.0

Table 4 (Continued)

Academic Progress of American Graduate Students in Terms of Degrees and Institutions, by Sex and Highest Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected: All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Highest degree working for (Continued)															
Doctor of Arts or equivalent for doctorate without dissertation	0.9	0.9	0.9	0.6	1.1	0.7	4.5	3.7	4.2	0.0	0.0	0.0	0.1	0.0	0.0
Other first professional beyond undergraduate bachelor's	5.3	10.8	7.1	3.1	5.1	3.6	6.9	8.5	7.5	14.3	64.6	25.1	4.6	7.2	5.8
Master of Arts in Teaching	2.2	5.7	3.4	1.3	1.2	1.3	4.5	6.7	5.3	0.4	0.5	0.5	3.5	9.0	6.2
Master's (expect first professional)	43.7	59.2	49.0	37.9	52.9	41.6	51.4	61.1	54.7	8.4	7.0	8.1	76.6	70.9	73.8
Undergraduate bachelor's	1.0	1.8	1.3	0.4	0.3	0.3	0.2	0.2	0.2	1.5	1.3	1.4	2.7	3.2	3.0
Less than bachelor's (A.A., etc.)	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0
None	2.3	4.2	2.9	1.3	1.4	1.3	1.3	1.8	1.5	1.9	2.4	2.0	6.3	8.6	7.5
Highest degree expected (4-3)															
Ph.D.	51.4	33.0	45.2	100.0	100.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
First professional medical degree (e.g., M.D., D.D.S.)	4.4	0.8	3.2	0.0	0.0	0.0	0.0	0.0	0.0	39.4	12.8	33.7	0.0	0.0	0.0
First professional law degree	4.8	0.9	3.5	0.0	0.0	0.0	0.0	0.0	0.0	42.7	15.1	36.8	0.0	0.0	0.0
Ed.D.	7.5	7.3	7.4	0.0	0.0	0.0	58.1	55.5	57.3	0.0	0.0	0.0	0.0	0.0	0.0
Other doctorate (except first professional)	2.4	1.0	2.0	0.0	0.0	0.0	18.9	7.9	15.1	0.0	0.0	0.0	0.0	0.0	0.0
Doctor of Arts or equivalent for doctorate without dissertation	3.0	4.8	3.6	0.0	0.0	0.0	23.0	36.5	27.6	0.0	0.0	0.0	0.0	0.0	0.0
Other first professional beyond undergraduate bachelor's	2.0	4.3	2.8	0.0	0.0	0.0	0.0	0.0	0.0	17.9	72.1	29.4	0.0	0.0	0.0
Master of Arts in Teaching	0.5	3.2	1.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.1	6.7	4.4
Master's (except first professional)	21.5	39.9	27.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	87.5	83.3	85.4

Table 4 (Continued)

Academic Progress of American Graduate Students in Terms of Degrees and Institutions, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected														
	All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Highest degree expected (continued)															
Undergraduate bachelor's	0.5	1.6	0.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	3.4	2.7
Less than bachelor's (A.A., etc.)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0
None	2.1	3.2	2.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8.4	6.6	7.5
Less than a baccalaureate (4-a)															
Now held	9.6	8.3	9.2	8.1	8.1	8.1	9.0	11.4	9.8	9.1	5.9	8.5	9.5	6.6	8.1
Working for	0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.3	0.1	0.0	0.0	0.0	0.1	0.1	0.1
Neither	90.3	91.6	90.8	91.9	91.9	91.9	91.0	88.3	90.1	90.8	94.1	91.5	90.4	93.3	91.9
Undergraduate baccalaureate (4-b)															
Now held	88.3	89.7	88.8	88.0	90.4	88.6	84.9	88.1	86.0	91.2	95.9	92.2	90.8	91.6	91.2
Working for	1.2	1.8	1.4	0.6	0.4	0.5	0.3	1.0	0.6	1.9	1.4	1.8	2.6	3.1	2.9
Neither	10.5	8.5	9.8	11.4	9.1	10.9	14.8	10.9	13.5	6.9	2.7	6.0	6.7	5.3	6.0
First professional law degree (4-c)															
Now held	1.2	0.5	1.0	0.6	0.4	0.5	1.1	0.5	0.9	0.9	0.2	0.8	1.3	0.1	0.7
Working for	5.8	1.3	4.3	0.6	0.3	0.5	3.0	1.0	2.3	34.8	12.1	29.9	3.0	0.2	1.6
Neither	93.0	98.2	94.7	98.8	99.4	98.9	95.9	98.5	96.8	64.3	87.8	69.3	95.7	99.7	97.7
First professional medical degree (4-d)															
Now held	0.1	0.2	0.7	0.6	0.1	0.5	0.5	0.1	0.3	1.0	0.7	0.9	0.8	0.0	0.4
Working for	5.5	0.9	3.9	1.0	0.4	0.8	1.7	0.1	1.1	34.3	10.6	29.3	1.7	0.2	1.0
Neither	94.4	98.9	95.4	98.4	99.5	98.6	97.8	99.8	98.5	64.7	88.7	69.8	97.5	99.8	98.7
Master of Arts in Teaching (4-e)															
Now held	0.8	1.1	0.9	0.5	1.1	0.7	2.4	1.9	2.2	0.5	0.0	0.4	0.5	0.5	0.5
Working for	2.1	5.2	3.2	1.4	1.2	1.3	4.5	6.3	5.1	0.5	0.5	0.5	3.4	8.5	6.0
Neither	97.0	93.7	95.9	98.1	97.7	98.0	93.1	91.8	92.7	98.9	99.5	99.1	96.1	90.9	93.5

Table 4 (Continued)

Academic Progress of American Graduate Students in Terms of Degrees and Institutions, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected														
	All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Other first professional degree (4-f)															
Now held	4.3	4.3	4.3	4.2	3.6	4.1	5.2	3.6	4.7	1.5	1.9	1.6	3.2	2.6	2.9
Working for	5.0	9.9	6.7	3.2	4.9	3.6	6.3	7.9	6.9	13.8	62.0	24.1	4.3	6.7	5.5
Neither	90.7	85.8	89.0	92.6	91.5	92.3	88.5	88.4	88.5	84.7	36.1	74.3	92.5	90.7	91.6
Master's degree (4-g)															
Now held	30.4	18.4	26.3	41.3	29.7	38.4	33.3	24.8	30.4	5.6	6.8	5.9	9.4	6.9	8.1
Working for	40.7	54.7	45.5	37.2	52.2	40.9	48.3	58.5	51.8	9.2	7.1	8.7	71.7	66.4	69.0
Neither	28.8	26.9	28.2	21.5	18.2	20.7	18.4	16.7	17.8	85.2	86.1	85.4	18.9	26.8	22.8
Doctor of Arts degree (4-h)															
Now held	0.6	0.5	0.6	1.0	1.1	1.0	0.6	0.3	0.5	0.0	0.2	0.1	0.0	0.0	0.0
Working for	0.9	0.9	0.9	0.6	1.1	0.7	4.2	3.4	3.9	0.0	0.0	0.0	0.1	0.0	0.1
Neither	98.4	98.7	98.5	98.5	97.8	98.3	95.2	96.3	95.6	100.0	99.8	99.9	99.9	100.0	99.9
Ph.D. degree (4-i)															
Now held	1.1	0.3	0.9	0.6	0.4	0.6	0.1	0.0	0.1	0.1	0.0	0.1	0.2	0.0	0.1
Working for	26.8	11.7	21.6	51.0	35.7	47.2	2.9	1.1	2.3	1.6	0.6	1.4	1.1	0.4	0.8
Neither	72.0	88.0	77.5	48.4	63.9	52.2	97.0	98.9	97.7	98.3	99.4	98.5	98.8	99.6	99.2
Ed.D. degree (4-j)															
Now held	0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.1	0.1
Working for	2.5	1.6	2.2	0.1	0.2	0.1	17.6	12.4	15.8	0.0	0.0	0.0	0.1	0.1	0.1
Neither	97.5	98.3	97.7	99.9	99.8	99.8	82.3	87.5	84.1	99.9	100.0	100.0	99.8	99.7	99.8
Other doctorate degree (4-k)															
Now held	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.0	0.0	0.0	0.1	0.0	0.0
Working for	0.6	0.3	0.5	0.1	0.0	0.1	3.3	2.1	2.9	0.1	0.0	0.1	0.0	0.0	0.0
Neither	99.3	99.6	99.4	99.8	99.9	99.8	96.6	97.9	97.0	99.9	100.0	99.9	99.9	100.0	99.9

Table 4 (Continued)

Academic Progress of American Graduate Students in Terms of Degrees and Institutions, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected: All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Expected to get degree now working for (5)															
This year	35.4	35.5	35.4	35.7	35.5	35.6	38.2	39.9	38.8	29.7	34.0	30.6	37.5	34.6	36.1
Within two years	37.4	36.9	37.2	40.0	41.5	40.3	36.1	35.4	35.8	36.5	41.1	37.5	34.0	34.6	34.3
Within three years	13.7	11.3	12.9	13.6	11.4	13.0	10.3	12.1	10.9	19.8	10.3	17.8	12.2	10.4	11.3
Within four years	5.4	4.4	5.1	5.1	5.7	5.3	3.5	3.2	3.4	8.5	7.4	8.3	5.4	3.8	4.6
Within five years	3.4	5.3	4.1	3.3	3.4	3.3	6.3	3.9	5.5	2.8	4.6	3.2	3.3	7.2	5.3
Six or more years	2.1	2.8	2.3	1.7	1.9	1.8	4.6	4.2	4.4	1.4	0.9	1.3	1.8	3.7	2.7
Don't expect to get it	2.5	3.8	3.0	0.7	0.7	0.7	1.1	1.3	1.2	1.3	1.7	1.4	5.8	5.7	5.8
Year of baccalaureate attainment (7-1)															
1955 or before	10.0	18.0	12.8	6.6	9.7	7.4	15.5	21.4	17.5	3.9	15.6	6.5	12.4	19.9	16.1
1956-57	3.5	3.7	3.5	2.6	3.0	2.7	5.9	4.1	5.3	0.5	2.1	0.9	3.8	3.3	3.5
1958-59	5.7	3.6	5.0	5.2	4.1	5.0	7.3	3.5	6.0	1.8	4.1	2.3	6.4	2.9	4.7
1960-61	7.9	5.5	7.1	7.2	5.7	6.8	10.3	6.2	8.9	3.0	5.5	3.6	8.6	4.7	6.6
1962-63	11.7	9.9	11.0	12.2	10.6	11.8	9.7	11.1	10.2	6.0	5.5	5.9	13.1	8.8	10.9
1964	8.4	7.3	8.0	9.3	8.2	9.0	7.1	5.5	6.6	5.4	4.7	5.3	7.4	8.5	7.9
1965	10.8	8.5	10.0	12.0	9.3	11.3	8.4	6.9	7.9	9.3	8.9	10.2	10.3	8.6	9.5
1966	12.2	11.4	11.9	13.5	11.7	13.0	9.7	13.7	11.1	18.9	10.8	17.1	9.3	10.5	9.9
1967	14.1	14.9	14.4	15.6	17.7	16.1	8.3	12.5	9.7	22.8	19.1	21.9	11.9	13.9	12.9
1968-69	15.8	17.4	16.3	15.8	20.0	16.8	17.8	15.0	16.8	27.0	23.6	26.3	16.8	19.0	17.9
Year of entry to graduate school (7-2)															
1955 or before	3.5	3.7	3.6	2.7	2.7	2.6	5.6	4.7	5.3	2.0	3.9	2.4	2.6	2.8	2.7
1956-57	2.0	1.7	1.9	1.8	1.7	1.8	3.9	3.2	3.7	0.4	1.0	0.6	1.2	1.0	1.1
1958-59	2.7	2.1	2.5	2.6	2.7	2.6	4.2	3.1	3.9	1.2	2.0	1.4	1.8	1.0	1.4
1960-61	4.6	3.3	4.1	4.8	3.6	4.5	7.1	3.2	5.8	1.1	2.1	1.4	3.4	2.1	2.7
1962-63	8.0	6.9	7.6	9.0	7.1	8.5	9.0	7.0	8.3	2.2	5.4	2.9	6.6	7.0	6.8

Table 4 (Continued)

Academic Progress of American Graduate Students in Terms of Degrees and Institutions, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected: All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Year of entry to graduate school (con't.)															
1964	7.8	5.9	7.1	8.7	7.4	8.4	6.2	6.5	6.3	2.6	3.4	2.7	7.0	5.0	6.0
1965	10.8	7.4	9.6	12.2	8.7	11.4	8.4	6.0	7.6	9.7	2.9	8.2	8.9	7.5	8.2
1966	14.3	11.8	13.5	14.2	10.9	13.4	13.3	11.9	12.8	20.1	12.3	18.4	12.2	10.8	11.5
1967	19.2	20.3	19.5	18.6	19.7	18.9	14.2	19.6	16.0	26.3	25.5	26.1	21.9	20.1	21.0
1968-69	27.1	36.9	30.4	25.4	35.5	27.9	28.0	34.7	30.3	34.4	41.5	36.0	34.4	42.8	38.6
Year of entry to current department (7-3)															
Before 1956	1.5	1.6	1.6	0.8	0.6	0.8	2.9	2.1	2.7	0.6	1.5	0.8	1.8	1.8	1.8
1956-57	0.7	0.7	0.7	0.6	0.6	0.6	1.1	0.7	1.0	0.1	0.8	0.2	0.5	0.5	0.5
1958-59	1.1	0.9	1.0	0.8	1.0	0.9	2.7	1.6	2.4	0.3	0.5	0.4	1.0	0.5	0.8
1960-61	2.1	1.6	1.9	1.9	1.9	1.9	3.2	3.0	3.1	0.4	0.6	0.4	2.0	1.0	1.5
1962-62	4.8	3.9	4.5	5.3	3.5	4.9	5.3	4.7	5.1	1.2	3.2	1.7	3.8	3.8	3.8
1964	5.7	4.7	5.4	6.3	6.3	6.3	4.4	3.6	4.1	1.7	3.0	1.9	5.4	4.2	4.9
1965	10.2	6.0	8.9	11.0	7.6	10.2	7.8	6.7	7.5	8.5	1.4	7.1	8.9	5.5	7.3
1966	15.3	11.4	14.1	15.5	11.8	14.6	13.5	11.3	12.8	20.6	13.9	19.2	11.3	10.3	10.8
1967	23.2	24.1	23.5	23.8	22.1	23.4	19.1	24.8	20.9	27.3	25.9	27.0	23.3	24.7	24.0
1968-69	35.3	45.1	38.4	33.8	44.6	36.4	39.8	41.5	40.4	39.2	49.2	41.3	42.0	47.6	44.7
Institution entered as a freshman (9-1)															
Listed Ph.D.-granting	33.9	28.7	32.1	33.6	32.8	33.4	22.6	29.8	25.1	41.7	38.0	40.9	35.5	25.6	30.5
Unlisted private Ph.D.-granting	11.2	7.8	10.1	9.9	8.9	9.7	10.3	7.8	9.5	15.5	12.0	14.7	12.1	6.2	9.1
Unlisted public Ph.D.-granting	11.7	11.1	11.5	13.0	9.0	12.0	9.6	9.2	9.4	11.6	8.7	11.0	12.1	13.3	12.7
Other private (no Ph.D. program)	18.6	25.0	20.8	19.2	25.8	20.8	19.9	22.9	21.0	18.5	28.9	20.7	17.2	23.9	20.5
Other public (no Ph.D. program)	10.1	17.0	13.5	9.1	10.5	9.4	17.0	20.7	18.3	16.4	7.7	6.7	10.7	23.0	16.8
Junior or community college	7.9	7.2	7.7	7.2	6.9	7.1	12.5	8.1	11.0	5.8	3.4	5.3	8.7	6.9	7.8
Foreign institution	6.5	3.1	5.3	8.0	6.1	7.5	8.1	1.6	5.8	0.5	1.2	0.7	3.8	1.3	2.6

Table 4 (Continued)

Academic Progress of American Graduate Students in Terms of Degrees and Institutions, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected: All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Baccalaureate institution (9-2)															
Listed Ph.D.-granting	36.4	34.1	35.6	37.0	39.3	37.6	23.7	34.2	27.3	35.7	42.0	44.9	35.6	30.9	33.3
Unlisted private Ph.D.-granting	11.3	7.9	10.2	9.6	9.1	9.5	11.6	8.6	10.6	15.4	10.4	14.3	12.5	6.2	9.4
Unlisted public Ph.D.-granting	13.7	13.0	13.5	14.7	10.5	13.7	11.9	11.9	11.9	13.2	11.4	12.8	14.9	15.7	15.3
Other private (no Ph.D. program)	18.7	23.1	20.2	18.6	23.8	19.9	23.8	21.5	23.0	18.2	24.5	19.7	17.7	21.8	19.7
Other public (no Ph.D. program)	13.9	19.3	15.7	12.2	12.2	12.2	25.9	22.3	24.7	6.9	10.7	7.8	15.9	24.3	20.0
Junior or community college	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Foreign institution	5.9	2.6	4.8	7.9	5.1	7.2	3.1	1.4	2.5	0.5	1.1	0.6	3.5	1.1	2.3
Received bachelor's degree from current institution (10-1)															
Yes	22.6	29.8	25.1	19.2	24.4	20.5	29.2	33.3	30.6	23.3	26.6	24.0	25.9	33.1	29.5
No	71.1	63.8	68.6	76.8	71.4	75.5	63.7	63.0	63.4	69.8	68.5	69.5	66.4	59.5	63.0
Not applicable	6.3	6.4	6.3	4.0	4.2	4.0	7.1	3.7	6.0	6.9	4.8	6.5	7.7	7.4	7.5
Received master's degree from current institution (10-2)															
Yes	33.5	40.0	35.5	34.4	40.0	35.7	38.3	47.9	41.3	19.8	18.0	11.5	35.5	36.7	36.1
No	25.3	15.1	22.2	29.6	20.9	27.6	29.6	17.7	25.8	17.0	11.6	15.9	10.5	6.9	8.9
Not applicable	41.2	44.9	42.3	36.0	39.1	36.7	32.1	34.4	32.9	73.2	70.4	72.6	54.0	56.4	55.1

Table 5

Academic Progress and Experience of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected														
	All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Current enrollment status (7)															
Enrolled full-time	54.4	38.2	48.8	66.3	61.3	65.1	37.4	34.7	36.5	80.8	60.7	76.5	32.7	25.6	29.2
Enrolled part-time	34.9	47.2	39.1	26.6	30.7	27.6	52.3	55.8	53.5	14.5	28.7	17.5	52.8	55.8	54.3
Not enrolled	10.7	14.7	12.1	7.1	8.0	7.3	10.3	9.5	10.0	4.8	10.6	6.0	14.5	18.7	16.6
Number of colleges attended as an undergraduate (8-1)															
One	64.4	62.2	63.7	67.6	61.4	66.1	51.8	60.8	54.9	68.6	64.2	67.7	61.4	63.3	62.3
Two	25.0	24.8	24.9	24.0	25.5	24.3	29.5	27.6	28.8	22.6	28.3	23.8	25.4	23.2	24.3
Three	7.4	8.2	7.7	6.2	9.2	6.9	13.3	6.7	11.1	6.5	5.9	6.4	8.5	7.5	8.0
Four	2.2	2.6	2.4	1.7	2.4	1.8	3.2	2.9	3.1	1.3	1.4	1.3	4.2	2.4	3.3
Five or more	0.8	2.2	1.3	0.5	1.6	0.8	2.2	2.0	2.1	1.0	0.2	0.8	0.6	3.7	2.2
Number of colleges attended as a graduate student (8-2)															
One	65.6	69.0	66.8	63.7	68.3	64.8	56.3	63.6	58.8	84.6	75.5	82.7	70.6	73.4	72.0
Two	25.0	21.1	23.7	27.9	24.3	27.0	24.8	23.3	24.3	11.7	16.7	12.8	21.6	18.1	19.9
Three	6.7	7.3	6.9	6.3	5.4	6.1	10.9	7.9	9.9	2.9	5.8	3.5	5.9	6.7	6.3
Four	1.9	1.6	1.8	1.4	1.3	1.4	5.7	2.8	4.8	0.4	1.9	0.7	1.5	1.1	1.3
Five or more	0.8	1.0	0.9	0.7	0.6	0.7	2.2	2.3	2.3	0.3	0.1	0.3	0.4	0.6	0.5
Respondent's satisfaction with present institution (11)															
Very good place	50.4	46.0	48.9	49.4	45.1	48.3	54.9	48.1	52.6	57.7	44.5	54.9	47.1	43.6	45.4
Fairly good place	43.9	46.3	44.7	44.0	46.4	44.6	42.0	43.8	42.6	37.0	50.6	39.9	46.4	48.3	47.4
Not the place	5.8	7.7	6.4	6.6	8.5	7.0	3.2	8.1	4.8	5.3	4.9	5.2	6.5	8.1	7.3

Table 5 (Continued)

Academic Progress and Experience of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected: All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Departmental standards for admissions should be (12-1)															
Much higher	3.0	4.0	3.4	3.3	4.4	3.5	2.2	7.6	4.0	2.4	4.4	2.8	2.5	3.0	2.7
Somewhat higher	21.5	20.6	21.2	22.5	23.7	22.8	19.1	24.4	20.8	23.6	21.4	23.1	18.7	18.0	18.4
Left as they are	71.1	71.4	71.2	70.2	68.4	69.8	73.8	64.7	70.7	69.8	69.4	69.7	74.1	75.2	74.6
Somewhat lower	4.0	3.7	3.9	3.5	3.2	3.5	4.8	3.0	4.2	3.8	4.7	4.0	4.4	3.5	4.0
Much lower	0.4	0.3	0.3	0.5	0.4	0.4	0.1	0.2	0.2	0.4	0.1	0.3	0.3	0.2	0.3
Departmental standards for advanced degrees should be (12-2)															
Much higher	4.2	6.5	5.0	4.1	5.6	4.5	4.0	8.9	5.6	3.8	6.6	4.4	4.0	5.0	4.5
Somewhat higher	21.0	23.8	21.9	21.8	24.7	22.5	18.1	26.2	20.8	18.3	25.2	19.7	21.6	23.7	22.6
Left as they are	67.1	62.5	65.7	66.5	61.5	65.3	67.0	57.0	63.7	71.3	63.3	69.6	67.3	64.6	66.0
Somewhat lower	7.1	6.7	7.0	6.9	7.7	7.1	10.6	7.5	9.6	6.3	4.6	5.9	6.5	6.5	6.5
Much lower	0.5	0.4	0.5	0.7	0.5	0.6	0.3	0.4	0.3	0.4	0.4	0.4	0.6	0.2	0.4
Self-rating among graduate students in same department (19)															
Among the best	27.5	25.6	26.9	35.4	34.3	35.1	26.7	33.8	29.1	21.5	20.8	21.3	15.6	19.4	17.4
Above average	41.9	42.3	42.0	40.6	43.1	41.2	43.4	44.7	43.8	45.5	45.7	45.5	40.2	40.6	40.4
About average	28.9	30.8	29.6	22.5	21.7	22.3	29.2	21.3	26.5	31.0	32.3	31.3	41.8	37.8	39.8
Below average	1.6	1.3	1.5	1.5	0.9	1.4	0.7	0.2	0.5	2.1	1.2	1.9	2.5	2.2	2.3
Academic ability of fellow graduate students (20-a)															
Excellent	18.6	14.3	17.2	19.4	18.3	19.1	20.2	13.9	18.1	27.6	14.9	24.9	14.6	10.0	12.3
Good	61.9	61.5	61.8	61.1	58.7	60.5	60.8	59.8	60.4	56.6	58.6	57.0	63.7	65.2	64.4
Fair	15.8	18.3	16.7	16.1	17.8	16.6	16.0	19.2	17.1	13.4	19.9	14.8	16.6	18.3	17.5
Poor	1.4	1.7	1.5	1.5	1.7	1.5	0.9	4.1	2.0	1.8	1.2	1.7	1.5	1.4	1.4
Don't know	2.2	4.2	2.9	1.9	3.5	2.3	2.1	3.0	2.4	0.6	5.3	1.6	3.5	5.2	4.3

Table 5 (Continued)

Academic Progress and Experience of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected: All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Academic achievement of the faculty (20-b)															
Excellent	31.6	25.9	29.7	33.7	31.0	33.0	31.8	28.1	30.6	40.7	23.7	37.1	24.7	22.5	23.6
Good	45.8	49.9	47.2	45.2	47.8	45.8	47.5	48.9	48.0	40.8	47.4	42.2	48.7	52.7	50.7
Fair	16.6	17.8	17.0	16.0	16.6	16.2	15.2	18.9	16.4	12.1	17.4	13.2	18.0	17.4	17.7
Poor	3.3	2.6	3.0	3.1	2.6	3.0	3.0	2.7	2.9	4.2	3.9	4.1	3.7	2.3	3.0
Don't know	2.7	3.8	3.1	2.0	2.0	2.0	2.4	1.4	2.1	2.1	7.6	3.3	4.8	5.2	5.0
Variety of graduate course offerings (20-c)															
Excellent	15.4	9.6	13.4	16.2	9.2	14.5	13.2	12.7	13.1	19.7	11.8	18.0	13.1	8.6	10.9
Good	37.0	34.1	36.0	34.0	32.5	33.6	40.1	32.1	37.4	38.9	34.4	38.0	39.3	34.2	36.8
Fair	30.9	35.4	32.4	32.7	35.0	33.3	30.6	36.6	32.7	25.5	33.2	27.1	29.2	36.7	32.9
Poor	15.7	20.1	17.2	16.7	22.8	18.2	15.3	18.1	16.3	12.9	18.8	14.2	17.3	19.3	18.3
Don't know	1.0	0.8	0.9	0.4	0.4	0.4	0.7	0.5	0.6	3.0	1.7	2.7	1.1	1.2	1.1
Availability of faculty to graduate students (20-d)															
Excellent	27.8	25.6	27.0	32.8	31.3	32.4	24.2	28.8	25.8	29.2	30.4	29.4	21.4	21.6	21.5
Good	34.3	33.7	34.1	34.2	32.4	33.8	36.9	33.1	35.6	34.2	36.0	34.5	34.5	33.7	34.1
Fair	23.2	25.4	24.0	20.5	23.2	21.1	23.5	25.2	24.1	22.5	19.8	21.9	26.0	27.6	26.8
Poor	13.1	13.2	13.1	11.4	12.4	11.7	13.6	12.5	13.2	12.6	9.9	12.0	15.6	13.8	14.7
Don't know	1.5	2.2	1.8	1.1	0.7	1.0	1.7	0.4	1.3	1.6	4.0	2.1	2.5	3.3	2.9
Quality of classroom instruction (20-e)															
Excellent	9.5	8.6	9.2	9.7	9.8	9.8	8.6	10.3	9.2	12.9	8.2	11.9	7.8	7.3	7.6
Good	43.0	42.0	42.7	44.0	41.5	43.4	44.6	41.4	43.5	42.9	35.7	41.3	41.8	44.1	42.9
Fair	34.7	36.9	35.5	33.6	35.7	34.1	34.2	34.6	34.4	32.1	40.2	33.8	36.9	36.4	36.7
Poor	12.2	12.0	12.2	12.1	12.7	12.2	11.9	13.5	12.4	12.0	15.6	12.8	12.9	11.5	12.2
Don't know	0.5	0.5	0.5	0.5	0.3	0.5	0.7	0.3	0.5	0.2	0.3	0.2	0.5	0.8	0.6

Table 5 (Continued)

Academic Progress and Experience of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	All Groups Combined			Highest Degree Expected: Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Relevance of course content to future occupation (20-f)															
Excellent	19.6	16.7	18.6	19.7	21.3	20.1	21.9	18.0	20.6	26.7	17.6	24.8	16.1	13.1	14.6
Good	41.5	38.8	40.6	43.7	40.3	42.9	36.3	38.5	37.1	39.3	35.3	38.5	41.6	38.8	40.2
Fair	26.1	28.6	27.0	24.9	23.9	24.6	28.4	29.6	28.8	23.7	30.9	25.2	27.4	29.6	28.5
Poor	10.5	13.0	11.4	9.2	10.4	9.5	12.2	13.0	12.5	8.4	13.9	9.5	12.5	15.6	14.0
Don't know	2.2	2.9	2.5	2.5	4.1	2.9	1.1	1.0	1.1	1.9	2.3	2.0	2.3	3.0	2.6
Intellectual environment of department (20-g)															
Excellent	14.5	11.9	13.6	16.8	15.6	16.5	12.6	13.7	13.0	17.1	11.3	15.9	9.6	8.6	9.1
Good	42.3	40.7	41.7	41.2	39.2	40.8	47.4	43.2	46.0	40.9	34.0	39.5	42.1	40.5	41.3
Fair	30.6	33.4	31.6	29.3	30.0	29.4	30.3	28.9	29.8	28.4	40.8	31.1	34.5	37.4	35.9
Poor	11.2	12.8	11.8	11.3	14.6	12.1	8.8	12.8	10.1	12.8	12.9	12.8	11.4	11.8	11.6
Don't know	1.4	1.2	1.4	1.4	0.5	1.2	0.9	1.4	1.1	0.7	0.9	0.8	2.4	1.7	2.0
Academic reputation of department (20-h)															
Excellent	28.6	20.3	25.7	29.2	24.1	28.0	29.8	20.9	26.8	41.4	27.2	38.4	22.7	17.0	19.9
Good	39.4	42.0	40.3	39.3	41.0	39.7	35.5	41.9	37.7	38.4	40.4	38.9	40.2	41.0	40.6
Fair	20.2	21.4	20.6	20.1	18.5	19.7	23.3	22.9	23.1	13.0	17.9	14.1	21.3	24.1	22.7
Poor	4.6	5.3	4.9	4.8	6.3	5.2	4.7	6.3	5.3	3.1	4.2	3.3	5.1	4.0	4.5
Don't know	7.2	11.1	8.5	6.5	10.1	7.4	6.7	8.0	7.2	4.0	10.2	5.3	10.7	13.9	12.3
Personal relations with other graduate students (20-i)															
Excellent	23.3	23.5	23.3	24.4	26.7	25.0	29.1	26.9	28.4	27.1	27.7	27.2	17.6	19.8	18.7
Good	51.8	55.2	52.9	51.1	53.2	51.6	53.4	54.8	53.9	53.3	56.0	53.9	51.4	56.7	54.0
Fair	18.1	15.8	17.3	18.1	14.0	17.1	12.5	15.8	13.6	15.5	12.5	14.8	20.9	17.9	19.4
Poor	5.0	3.4	4.5	4.8	5.1	4.9	3.7	1.6	3.0	3.2	1.9	2.9	6.7	2.8	4.8
Don't know	1.8	2.1	1.9	1.5	1.0	1.3	1.2	1.0	1.1	0.9	1.9	1.1	3.4	2.7	3.1

Table 5 (Continued)

Academic Progress and Experience of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	All Groups Combined			Highest Degree Expected: Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Boredom in class (23)															
Almost all the time	5.1	6.2	5.5	5.9	6.[illegible]	5.9	3.2	5.2	3.9	6.6	8.5	7.0	4.8	5.9	5.3
Fairly often	20.2	22.1	20.9	18.7	20.6	19.2	19.2	24.5	21.0	24.1	30.5	25.5	23.7	22.9	23.3
Occasionally	44.0	41.7	43.2	40.3	39.4	40.0	44.6	46.2	45.2	49.2	43.9	48.1	46.4	41.9	44.2
Almost never	19.7	19.5	19.7	19.6	21.6	20.1	26.4	18.5	23.7	16.3	12.7	15.5	19.4	18.8	19.1
Don't take classes	10.9	10.6	10.8	15.5	12.3	14.7	6.7	5.7	6.3	3.8	4.3	3.9	5.6	10.6	8.1
Recognition as good student by professors (24-a)															
Very important	45.4	50.2	47.0	53.5	59.0	54.8	46.2	55.6	49.4	36.7	43.8	38.1	34.8	44.9	39.8
Fairly important	47.1	44.8	46.3	41.4	37.8	40.5	49.1	39.9	46.0	53.3	50.6	52.7	53.3	49.0	51.1
Not important	7.5	5.1	6.7	5.1	3.2	4.7	4.7	4.5	4.6	10.1	5.7	9.1	11.9	6.2	9.1
Respect of fellow students for academic ability (24-b)															
Very important	33.1	31.1	32.4	35.9	35.3	35.8	32.0	36.3	33.5	35.9	26.3	33.9	25.8	27.1	26.4
Fairly important	53.1	53.5	53.2	51.5	50.0	51.1	57.5	51.9	55.6	53.1	58.7	54.3	55.1	55.7	55.4
Not important	13.8	15.4	14.3	12.6	14.7	13.1	10.4	11.8	10.9	11.0	14.9	11.8	19.1	17.2	18.2
Parents' approval of studies (24-c)															
Very important	9.2	14.3	10.9	7.7	11.3	8.6	8.0	17.2	11.2	14.0	12.4	13.7	9.1	16.7	12.9
Fairly important	37.0	36.6	36.9	35.2	31.4	34.2	32.7	35.6	33.7	45.5	41.4	44.7	38.6	37.6	38.1
Not important	53.8	49.1	52.2	57.1	57.2	57.1	59.2	47.1	55.1	40.5	46.2	41.6	52.3	45.7	49.0
Lack of interest will prevent completion of graduate work (25-a)															
Yes	6.1	5.8	6.0	6.2	5.3	6.0	3.7	2.6	3.3	3.4	3.7	3.5	7.4	7.5	7.5
Maybe	16.1	17.5	16.6	16.7	18.0	17.0	13.3	12.9	13.2	11.6	16.4	12.6	19.4	20.4	19.9
No	77.8	76.7	77.4	77.1	76.7	77.0	83.0	84.4	83.5	85.0	79.9	84.0	73.2	72.1	72.7

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Table 5 (Continued)

Academic Progress and Experience of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected: All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Lack of finances will prevent completion of graduate work (25-b)															
Yes	7.7	8.6	8.0	7.8	10.6	8.5	11.9	11.1	11.7	2.6	4.9	3.1	5.8	7.0	6.4
Maybe	22.2	23.4	22.6	27.6	27.3	27.5	26.7	24.3	25.9	15.3	16.2	15.4	15.7	22.5	19.1
No	70.1	68.0	69.4	64.7	62.0	64.0	61.3	64.6	62.4	82.2	78.9	81.5	78.5	70.6	74.6
Job offer will prevent completion of graduate work (25-c)															
Yes	4.3	4.4	4.3	4.5	4.2	4.4	4.8	3.4	4.3	1.0	2.3	1.2	5.0	3.9	4.5
Maybe	19.4	17.9	18.9	21.4	24.5	22.1	27.4	20.3	25.0	8.2	10.0	8.5	19.9	15.5	17.8
No	76.3	77.7	76.8	74.1	71.3	73.4	67.8	76.3	70.7	90.9	87.7	90.2	75.0	80.6	77.8
Academic inability will prevent completion of graduate work (25-d)															
Yes	3.0	2.4	2.8	3.1	1.8	2.8	1.7	1.0	1.5	1.3	1.2	1.3	3.5	3.3	3.4
Maybe	15.6	14.3	15.2	16.9	13.6	16.1	17.3	8.5	14.3	9.4	9.3	9.4	16.2	16.5	16.4
No	81.4	83.3	82.0	80.0	84.7	81.1	80.9	90.5	84.2	89.3	89.5	89.4	80.3	80.2	80.3
Emotional strain will prevent completion of graduate work (25-e)															
Yes	3.6	6.1	4.4	3.8	5.3	4.2	2.4	4.4	3.1	2.3	2.6	2.3	3.7	7.0	5.3
Maybe	21.4	28.3	23.7	23.7	30.0	25.2	22.9	26.7	24.2	14.3	25.9	16.7	18.5	28.3	23.4
No	75.1	65.6	71.9	72.5	64.7	70.6	74.7	69.0	72.7	83.4	71.5	81.0	77.8	64.7	71.3
The draft will prevent completion of graduate work (25-f)															
Yes	6.3	0.3	4.4	8.7	0.6	6.7	4.8	0.1	3.3	6.0	0.5	4.9	4.3	0.2	2.3
Maybe	10.7	0.2	7.2	15.4	0.4	11.8	6.0	0.0	4.0	8.4	0.0	6.7	7.4	0.1	3.9
No	83.0	99.5	88.4	75.9	99.1	81.5	89.1	99.9	92.7	85.6	99.5	88.4	88.3	99.7	93.8

Table 5 (Continued)

Academic Progress and Experience of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Pressure from spouse will prevent completion of graduate work (25-g)															
Yes	1.5	2.2	1.7	1.3	1.9	1.4	2.7	2.5	2.6	0.5	1.5	0.7	1.6	2.2	1.9
Maybe	9.7	13.7	11.0	10.3	13.4	11.1	12.1	16.0	13.4	4.1	5.5	4.4	9.3	14.9	12.0
No	88.8	84.1	87.2	88.4	84.7	87.5	85.2	81.5	84.0	95.4	93.0	94.9	89.1	82.9	86.1
Informal contact with students (26-1)															
Once a week or more	43.5	35.8	41.0	45.3	42.6	44.7	41.2	36.5	39.6	61.0	52.6	59.3	29.1	27.3	28.2
Two or three times a month	12.9	13.1	13.0	14.6	15.2	15.0	12.8	12.8	12.8	13.0	12.3	12.9	9.6	11.1	10.3
About once a month	10.7	9.3	10.2	12.2	9.8	11.6	10.4	8.8	9.9	10.0	9.2	9.9	8.7	9.9	9.3
A few times a year	16.2	18.7	17.0	15.4	15.5	15.4	17.2	15.9	16.7	9.0	10.9	9.3	21.7	22.0	21.8
Once a year or less	16.7	23.1	18.8	12.5	16.0	13.3	18.4	26.1	21.0	7.0	15.0	8.6	30.8	29.8	30.3
Informal contact with professors (26-2)															
Once a week or more	7.8	4.8	6.8	10.1	6.8	9.3	8.3	5.3	7.3	4.4	2.8	4.0	2.6	3.6	3.1
Two or three times a month	9.4	7.2	8.7	11.0	9.4	10.6	8.6	9.3	8.8	8.2	5.2	7.6	5.1	3.7	4.4
About once a month	13.0	9.5	11.9	14.3	14.7	14.4	13.7	9.2	12.2	14.9	12.6	14.4	8.4	4.6	6.6
A few times a year	33.1	31.2	32.4	36.4	35.1	36.1	32.1	27.5	30.6	39.6	35.3	38.7	23.3	27.5	25.4
Once a year or less	36.7	47.3	40.2	28.1	35.0	29.6	37.3	48.8	41.1	33.0	44.1	35.3	60.5	60.5	60.5
Informal contact with nonuniversity people (26-3)															
Once a week or more	35.0	39.4	36.4	33.0	37.3	34.1	36.4	42.7	38.5	34.5	40.4	35.7	38.8	41.1	39.9
Two or three times a month	22.9	23.3	23.0	21.9	23.0	22.2	23.9	22.0	23.3	25.1	22.2	24.5	24.2	24.5	24.3
About once a month	17.8	16.0	17.2	18.8	15.1	17.9	14.6	15.9	15.0	19.0	19.8	19.2	16.4	15.6	16.0
A few times a year	16.2	13.5	15.3	18.2	16.7	17.8	17.8	12.0	15.9	14.9	12.3	14.3	12.5	11.7	12.1
Once a year or less	8.2	7.8	8.0	8.0	7.9	8.0	7.3	7.4	7.4	6.6	5.3	6.3	8.1	7.1	7.6

Table 5 (Continued)

Academic Progress and Experience of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected: All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Persons seen socially are also departmental graduate students (27)															
Almost all	7.6	4.8	6.6	7.5	7.4	7.5	4.8	5.0	4.8	16.5	8.9	14.9	4.4	2.4	3.4
Most	12.4	6.1	10.2	13.6	9.5	12.6	5.9	5.1	5.6	23.6	10.9	20.9	7.2	3.8	5.5
About half	13.3	8.9	11.8	16.0	13.3	15.4	8.8	11.1	9.6	18.3	14.5	17.5	7.4	5.5	6.4
Some	30.5	29.9	30.3	31.6	29.9	31.2	41.9	29.4	37.6	21.8	24.1	22.3	26.9	30.3	28.6
Almost none	36.3	50.3	41.1	31.2	39.9	33.4	38.6	49.4	42.3	19.9	41.6	24.4	54.2	58.0	56.1
Departmental professor available for personal advice (28-a)															
Yes	45.3	40.8	43.8	47.6	43.0	46.5	55.7	49.9	53.7	43.4	41.7	43.1	35.7	34.5	35.1
No	54.7	59.2	56.2	52.4	57.0	53.5	44.3	50.1	46.3	56.6	58.3	56.9	64.3	65.5	64.9
Departmental professor interested in helping find a job (28-b)															
Yes	54.1	51.8	53.3	53.1	61.1	62.6	56.8	58.2	57.3	47.5	52.4	48.6	38.8	44.6	41.7
No	45.9	48.2	46.7	46.9	38.8	37.4	43.2	41.8	42.7	52.5	47.6	51.4	61.2	55.4	58.3
Professor with whom respondent has most contact regards him as (29)															
Colleague	25.2	18.4	22.9	27.6	22.5	26.3	34.3	26.6	31.7	18.4	11.1	16.8	19.1	14.0	16.6
Apprentice	16.8	13.1	15.6	23.3	19.1	22.3	14.7	13.9	14.4	14.7	13.9	14.6	7.7	8.8	8.2
Employee	1.5	1.0	1.4	1.6	1.2	1.5	1.3	1.0	1.2	1.0	0.6	0.9	1.8	1.3	1.5
Student	32.2	35.8	33.4	32.4	38.6	33.9	28.5	32.6	29.8	37.5	43.4	38.7	31.3	34.9	33.1
No contact outside the classroom	24.2	31.6	26.7	15.2	18.5	16.0	21.3	26.0	22.9	28.4	31.0	29.0	40.2	41.0	40.6
Respondent has felt he doesn't know where he stands (30)															
Very often	12.9	16.1	14.0	13.8	16.4	14.4	9.7	10.1	9.8	14.4	14.7	14.5	11.2	18.8	15.0
Often	20.5	18.9	20.0	22.1	23.2	22.4	18.3	20.1	18.9	22.4	19.8	21.9	18.5	16.5	17.5
Occasionally	47.8	45.0	46.8	47.3	44.3	46.6	48.6	45.8	47.7	47.3	46.4	47.1	48.8	43.8	46.3
Never	18.9	19.9	19.2	16.8	16.2	16.6	23.5	23.9	23.6	15.9	19.1	16.5	21.5	20.9	21.2

Table 5 (Continued)

Academic Progress and Experience of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected: All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Attention given to required courses (31-a)															
Completed	33.9	28.8	32.2	38.6	32.3	37.0	30.9	27.6	29.8	20.3	17.1	19.6	27.3	25.3	26.3
Very much	45.3	49.7	46.8	41.1	49.1	43.1	49.5	50.5	49.8	61.2	63.8	61.8	50.3	51.4	50.8
Some	13.0	13.3	13.1	12.5	11.5	12.3	14.7	12.4	13.9	12.0	14.2	12.5	14.2	14.7	14.4
Not much	4.3	3.5	4.0	4.5	3.4	4.2	2.5	4.8	3.3	4.7	2.5	4.2	4.4	3.6	4.0
None	3.4	4.7	3.9	3.3	3.7	3.4	2.4	4.7	3.2	1.9	2.4	2.0	3.8	5.0	4.4
Attention given to preparation for preliminary exams (master's or doctoral) (31-b)															
Completed	21.8	14.7	19.4	27.6	19.2	25.5	22.7	12.8	19.4	5.7	5.0	5.6	14.0	11.2	12.6
Very much	16.3	12.7	15.1	18.9	19.9	19.1	15.2	12.3	14.2	14.6	13.2	14.3	11.8	7.1	9.4
Some	16.6	15.5	16.2	18.4	20.8	19.0	19.1	18.2	18.8	17.0	12.1	16.0	12.8	12.9	12.9
Not much	13.5	12.2	13.1	14.1	11.9	13.5	13.0	15.0	13.7	15.2	11.2	14.4	12.8	12.6	12.7
None	31.8	44.9	36.2	21.1	28.2	22.8	30.1	41.7	34.0	47.4	58.5	49.8	48.6	56.0	52.3
Attention given to preparation for language exams (31-c)															
Completed	20.2	14.8	18.4	31.6	28.6	30.9	8.3	7.5	8.0	5.3	6.1	5.5	6.9	8.5	7.7
Very much	4.1	3.4	3.9	6.8	8.0	7.1	2.2	1.6	2.0	0.7	0.6	0.7	0.9	1.2	1.1
Some	5.5	5.1	5.4	9.2	10.4	9.5	3.2	3.5	3.3	1.4	1.2	1.3	1.6	3.3	2.4
Not much	5.6	4.5	5.2	8.6	7.5	8.4	4.4	5.0	4.6	1.2	2.0	1.4	2.3	2.9	2.6
None	64.6	72.1	67.1	43.7	45.4	44.1	81.8	82.4	82.0	91.4	90.1	91.1	88.3	84.0	86.2
Attention given to dissertation research (31-d)															
Completed	6.4	4.2	5.7	7.2	5.9	6.8	3.2	2.3	2.9	3.1	3.7	3.2	4.8	2.9	3.9
Very much	18.5	9.4	15.4	28.1	17.2	25.4	11.5	9.3	10.7	5.5	4.7	5.3	10.0	4.3	7.2
Some	13.0	9.9	12.0	18.1	13.9	17.1	12.5	8.9	11.3	5.4	4.4	5.2	6.9	8.8	7.8
Not much	9.0	6.3	8.1	11.9	10.6	11.5	9.2	7.1	8.5	2.9	4.2	3.2	6.0	4.0	5.0
None	53.1	70.1	58.9	34.8	52.5	39.1	63.6	72.4	66.6	83.2	83.1	83.1	72.2	79.9	76.1

Table 5 (Continued)

Academic Progress and Experience of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected														
	All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Attention given to writing of dissertation (31-e)															
Completed	3.7	2.3	3.2	2.9	2.0	2.6	1.9	1.4	1.7	2.5	1.5	2.3	3.5	1.8	2.7
Very much	10.2	6.0	8.8	12.3	9.0	11.5	9.0	5.9	7.9	4.6	5.0	4.7	9.7	3.8	6.8
Some	8.2	6.4	7.6	10.0	6.8	9.2	7.6	8.1	7.8	4.7	2.6	4.2	6.2	6.2	6.2
Not much	8.0	5.0	7.0	11.1	8.0	10.4	7.4	6.3	7.0	2.7	1.3	2.4	4.5	3.5	4.0
None	69.9	80.3	73.4	63.7	74.3	66.3	74.2	78.3	75.6	85.5	89.6	86.3	76.1	84.7	80.4
Undergraduate grade-point average (36)															
A or A+	6.6	7.4	6.9	9.7	13.8	10.7	3.6	6.8	4.7	4.9	6.3	5.2	2.6	4.2	3.4
A-	12.4	17.3	14.1	16.2	23.1	17.9	9.2	15.0	11.2	11.9	12.5	12.0	6.5	15.5	11.0
B+	20.5	26.2	22.4	22.6	29.4	24.2	16.1	29.5	20.7	22.7	26.5	23.5	17.4	22.5	20.0
B	18.4	20.5	19.1	18.0	16.6	17.7	15.0	22.4	17.6	20.4	23.1	21.0	17.1	21.8	19.4
B-	20.9	16.2	19.3	17.1	10.7	15.5	28.8	13.6	23.6	20.9	20.7	20.9	27.2	19.2	23.2
C+	17.4	10.5	15.1	13.4	5.7	11.5	22.6	10.7	18.5	15.0	9.1	13.8	24.2	13.7	19.0
C or below	3.7	2.0	3.1	2.9	0.8	2.4	4.7	2.0	3.8	4.2	1.7	3.7	5.0	3.0	4.0
Undergraduate member of fraternity or sorority (37)															
No	72.4	78.2	74.4	74.0	81.9	76.0	75.8	79.2	77.0	63.4	77.9	66.7	71.3	76.1	73.7
One year	6.2	5.2	5.9	5.8	5.9	5.8	5.7	4.4	5.3	7.5	4.1	6.7	6.1	4.8	5.4
Two years	9.4	7.2	8.6	10.0	5.9	8.9	9.2	8.0	8.8	10.5	6.4	9.5	8.6	7.7	8.1
Three years	12.0	9.4	11.1	10.2	6.3	9.2	9.2	8.3	8.9	18.6	11.6	17.0	14.0	11.4	12.7
Campus had student demonstrations (41)															
Yes	67.2	66.3	66.9	74.4	76.4	74.9	60.3	68.9	63.2	65.4	71.5	66.7	59.0	59.6	59.3
No	32.8	33.7	33.1	25.6	23.6	25.1	39.7	31.1	36.8	34.6	28.5	33.3	41.0	40.4	40.7

Table 5 (Continued)

Academic Progress and Experience of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected														
	All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Attitude toward most recent demonstration (42)															
Approved of the demonstrators' aims and methods	20.3	18.6	19.7	24.1	24.7	24.3	16.4	16.5	16.5	22.6	24.0	22.9	13.7	14.8	14.2
Approved of their aims but not their methods	26.8	26.6	26.7	27.6	30.3	28.3	27.0	26.3	26.8	27.2	26.5	27.1	22.9	24.1	23.5
Disapproved of their aims	31.3	26.4	29.6	27.2	19.8	25.3	33.2	27.7	31.2	29.4	20.5	27.4	41.2	29.7	35.5
Uncertain or mixed feelings	15.0	20.8	17.0	14.8	17.4	15.5	14.7	24.1	18.2	15.7	20.6	16.8	15.0	22.8	18.9
Indifferent	6.7	7.6	7.0	6.3	7.8	6.7	8.7	5.4	7.5	5.1	8.4	5.9	7.2	8.6	7.9
Role in demonstration (43)*															
Helped to plan, organize, or lead the protest	0.6	0.6	0.6	0.9	0.7	0.8	0.6	0.0	0.4	0.5	1.5	0.7	0.2	0.5	0.4
Joined in active protest with the demonstrators	2.7	2.7	2.7	3.6	3.6	3.6	2.0	1.5	1.8	2.8	6.6	3.7	1.0	2.0	1.5
Openly supported the goals of the protesters	9.6	10.0	9.7	11.8	13.2	12.2	6.6	8.0	7.1	12.2	14.1	12.6	4.9	9.0	6.9
Openly opposed the goals of the protesters	3.1	1.4	2.5	3.0	1.4	2.6	3.6	1.1	2.7	4.4	2.3	3.9	2.6	1.1	1.9
Tried to mediate in the protest	1.7	1.1	1.5	1.8	1.4	1.7	2.4	1.2	2.0	2.3	0.4	1.9	0.5	0.6	0.5
Was not involved actively in any way	84.8	87.1	85.6	82.2	83.1	82.4	87.2	90.0	88.2	80.4	80.7	80.5	91.8	89.2	90.5

*Percentages based only on those responding; a few multiple responses make total greater than 100 percent.

Table 5 (Continued)

Academic Progress and Experience of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	All Groups Combined			Highest Degree Expected: Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Currently employed as (44-1)															
Part-time research assistant	10.6	4.7	8.6	17.1	9.2	15.2	4.6	4.8	4.6	6.4	4.9	6.1	3.5	1.9	2.7
Full-time research position	4.1	1.2	3.1	6.2	2.6	5.4	0.9	0.7	0.8	1.1	1.1	1.1	1.3	0.5	0.9
Part-time teaching assistant	10.5	8.2	9.7	18.6	19.1	18.7	5.7	6.6	6.0	1.4	1.5	1.4	3.0	3.4	3.2
Full-time position as teaching associate or teaching fellow	3.5	3.5	3.5	4.9	3.7	4.6	2.9	1.5	2.4	0.8	0.8	0.8	1.9	2.9	2.4
Full- or part-time faculty position as lecturer, instructor, acting assistant professor, etc.	5.5	5.4	5.4	6.7	6.3	6.6	7.0	6.4	6.8	1.0	2.3	1.3	2.4	3.6	3.0
Other academic position	6.6	12.8	8.7	5.7	9.2	6.6	19.1	18.6	19.0	1.8	5.7	2.7	5.6	12.6	9.1
None of these	59.2	64.3	60.9	40.8	50.0	43.0	59.8	61.4	60.3	87.4	83.8	86.6	82.4	75.1	78.8
Have been employed as (44-2)															
Part-time research assistant	16.3	9.3	14.0	23.1	16.9	21.6	8.2	7.6	8.0	10.7	6.7	9.8	5.8	3.5	4.7
Full-time research position	6.1	2.7	5.0	8.7	5.1	7.8	2.1	1.6	1.9	4.8	1.6	4.1	1.8	1.8	1.8
Part-time teaching assistant	19.5	12.4	17.1	31.8	24.7	30.1	12.6	8.7	11.3	5.5	3.4	5.0	5.2	6.1	5.6
Full-time position as teaching associate or teaching fellow	4.0	2.9	3.6	5.9	4.9	5.7	2.9	3.2	3.0	0.6	0.1	0.5	0.9	1.3	1.1
Full- or part-time faculty position as lecturer, instructor, acting assistant professor, etc.	6.4	5.3	6.0	9.0	8.4	8.9	9.3	5.1	7.9	1.2	2.5	1.5	2.0	2.7	2.4
Other academic position	6.0	8.9	7.0	7.0	7.4	7.1	12.1	14.9	13.1	2.2	6.6	3.2	4.3	7.8	6.0
None of these	56.4	65.4	59.4	37.0	46.6	39.3	60.8	63.4	61.7	79.2	82.5	79.9	83.1	78.5	80.8

*Percentages add to more than 100 percent because of multiple responses.

Table 5 (Continued)

Academic Progress and Experience of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected														
	All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Hours a week devoted to studying (49-a)															
None	3.5	6.6	4.5	2.6	2.6	2.6	3.5	4.6	3.8	2.1	4.8	2.6	5.8	8.7	7.2
1-4	16.1	24.3	18.8	9.6	10.6	9.8	25.1	25.6	25.3	9.2	18.4	11.1	26.4	34.5	29.8
5-8	15.3	18.9	16.5	12.3	13.6	12.6	17.0	26.4	20.2	10.4	19.1	12.2	25.4	19.3	21.5
9-12	13.8	12.7	13.5	13.8	13.2	13.7	16.1	13.6	15.3	13.4	15.8	13.9	13.7	12.0	12.8
13-20	16.9	14.2	16.0	17.6	17.5	17.6	18.3	13.7	16.7	21.4	23.2	21.8	13.1	11.5	12.3
21-30	15.3	11.5	14.0	17.4	18.4	17.7	10.2	18.0	9.8	23.7	11.1	21.1	9.8	8.1	9.0
31-40	9.5	6.8	8.6	12.3	13.6	12.6	5.4	3.5	4.8	12.0	5.1	10.6	4.9	3.7	4.3
Over 40	9.7	5.0	8.1	14.3	10.4	13.4	4.4	3.4	4.1	7.7	2.5	6.6	3.8	2.3	3.0
Hours a week spent in class or required laboratories (49-b)															
None	14.4	15.0	14.6	17.2	14.2	16.4	14.2	10.8	13.0	4.4	7.5	5.1	12.7	16.2	14.4
1-4	23.2	32.2	26.2	18.7	19.3	18.9	30.8	35.3	32.3	7.1	22.7	10.4	35.5	39.4	37.4
5-8	19.8	19.4	19.8	22.7	23.7	23.0	23.6	20.3	22.5	7.4	13.7	8.7	19.2	18.1	18.7
9-12	17.7	16.3	17.2	22.2	24.0	22.6	14.9	15.0	15.0	13.3	20.3	14.7	14.0	12.1	13.1
13-20	14.6	11.2	13.4	12.7	12.7	12.7	12.1	12.4	12.2	32.7	18.8	29.8	12.6	9.5	11.1
21-30	3.9	3.3	3.7	2.8	2.6	2.8	2.4	4.0	3.0	9.8	7.9	9.4	3.6	3.0	3.3
31-40	3.6	1.6	2.9	1.7	2.2	1.9	1.2	1.3	1.2	15.6	6.0	13.6	1.7	1.0	1.3
Over 40	2.8	1.0	2.2	2.0	1.1	1.8	0.9	0.9	0.9	9.7	3.2	8.4	0.8	0.6	0.7
Hours a week employed in field of study (49-c)															
None	38.3	37.4	38.0	35.3	43.1	37.2	30.9	30.0	30.5	68.9	52.9	65.5	36.7	35.4	36.1
1-4	4.2	4.0	4.1	4.6	6.0	4.9	4.0	4.0	4.0	4.0	3.0	3.8	3.3	2.5	2.9
5-8	5.8	6.5	6.0	7.9	9.5	8.3	3.8	6.1	4.6	4.3	3.2	4.1	3.0	4.7	3.8
9-12	7.5	6.0	7.0	10.7	9.9	10.5	5.9	5.6	5.8	4.9	2.5	4.4	3.9	3.8	3.8
13-20	9.0	7.9	8.6	13.2	10.4	12.5	4.8	6.6	5.4	4.7	10.7	6.0	5.1	7.2	6.2
21-30	5.7	7.7	6.4	6.4	6.4	6.4	7.3	11.4	8.7	2.7	7.3	3.7	5.1	6.5	5.8
31-40	13.1	16.2	14.2	10.3	8.7	9.9	16.5	17.9	17.0	4.7	11.9	6.2	19.7	21.1	20.4
Over 40	16.4	14.2	15.7	11.5	6.1	10.2	26.8	18.4	24.0	5.8	8.5	6.4	23.3	18.8	21.0

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Table 5 (Continued)

Academic Progress and Experience of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected: All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Hours a week employed otherwise (49-d)															
None	70.4	75.8	72.2	76.6	77.4	76.8	59.0	73.6	63.9	73.0	83.9	75.2	66.6	75.4	70.9
1-4	5.6	4.4	5.2	5.0	3.9	4.7	8.0	5.2	7.0	4.9	2.8	4.5	5.1	4.3	4.7
5-8	4.5	3.0	4.0	4.0	3.8	4.0	4.1	3.3	3.8	4.2	3.6	4.1	4.3	2.1	3.2
9-12	3.6	2.9	3.3	2.7	2.6	2.7	4.6	3.3	4.2	4.1	1.6	3.6	3.2	2.2	2.7
13-20	3.3	3.7	3.4	2.9	4.3	3.2	3.6	4.0	3.7	4.3	1.8	3.8	3.0	3.9	3.4
21-30	2.9	2.1	2.7	2.1	2.3	2.1	9.5	2.9	7.3	2.4	0.3	2.0	1.9	2.4	2.1
31-40	4.8	4.4	4.7	3.8	3.6	3.8	4.4	4.4	4.4	3.9	5.2	4.1	8.1	5.2	6.7
Over 40	4.8	3.8	4.5	2.9	2.2	2.7	6.9	3.3	5.7	3.2	0.6	2.6	7.8	4.5	6.2
Academic years not enrolled since entering graduate school (67)															
None	59.0	57.1	58.4	62.5	64.3	62.9	49.9	55.8	51.9	75.0	66.1	73.1	55.2	54.5	54.8
Less than one year	7.4	10.3	8.4	6.7	7.0	6.8	8.9	9.5	9.1	5.4	6.9	5.7	9.7	13.0	11.3
About one year	7.0	8.6	7.5	6.5	7.5	6.8	8.3	9.1	8.6	4.5	6.9	5.0	8.3	10.0	9.1
Two years	8.1	7.9	8.1	7.6	6.9	7.5	9.1	8.5	8.9	4.9	4.0	4.7	9.7	8.7	9.2
Three years	5.5	4.9	5.3	5.3	4.6	5.1	5.9	5.0	5.6	3.3	1.9	3.0	5.3	5.2	5.3
Four years	4.1	2.9	3.7	3.7	3.0	3.5	5.2	3.0	4.4	1.9	3.4	2.2	3.6	2.3	2.9
Five or more years	8.8	8.4	8.7	7.7	6.8	7.4	12.7	9.3	11.5	4.9	10.7	6.1	8.2	6.3	7.3

Table 6

Career Progress and Involvement of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected: All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Job plans on completion of graduate school (6)															
Already have a job	49.7	48.4	49.2	36.2	25.1	33.4	65.7	57.6	62.9	32.6	38.2	33.8	72.6	60.0	66.3
Presently looking for a job	11.4	13.4	12.1	12.0	13.6	12.4	11.9	13.5	12.5	9.8	14.3	10.8	8.9	12.8	10.8
Thinking seriously about where to go	20.5	19.2	20.1	24.5	29.1	25.6	13.0	17.2	14.4	33.5	25.4	31.8	11.0	13.3	12.2
Not seriously thinking about jobs	13.8	14.2	14.0	21.3	25.9	22.4	7.0	8.2	7.4	17.1	17.5	17.2	5.4	9.8	7.6
Not yet thinking about jobs	4.6	4.8	4.6	6.0	6.2	6.1	2.3	3.5	2.7	7.0	4.6	6.5	2.1	4.1	3.1
Subscriptions to academic or professional journals (15)															
None	24.2	29.7	26.1	26.4	34.3	28.3	14.1	18.0	15.4	24.8	34.3	26.8	27.1	31.8	29.4
One	25.9	27.5	26.4	24.7	26.2	25.1	20.1	21.8	20.7	34.9	37.5	35.5	27.1	28.2	27.6
Two	25.9	23.3	25.0	23.0	20.0	22.3	35.3	24.9	31.8	24.7	18.6	23.4	27.8	25.4	26.6
Three	12.0	10.8	11.6	11.8	11.1	11.6	15.7	18.6	16.7	8.6	5.2	7.9	10.8	9.4	10.1
Four or more	12.0	8.7	10.9	14.1	8.5	12.7	14.8	16.6	15.4	7.0	4.4	6.4	7.2	5.3	6.2
Professional activities (16, 17)															
Attended a meeting of an academic or professional society	73.0	71.4	72.4	72.7	68.5	71.7	84.0	82.9	83.6	64.6	61.2	63.9	70.1	70.2	70.1
Presented a paper at a meeting of an academic or professional society	14.2	6.7	11.6	17.9	9.8	15.9	12.3	11.2	11.9	6.0	2.8	5.3	7.5	3.5	5.5
Published an article in an academic or professional journal	16.5	6.8	13.2	21.4	12.1	19.2	12.7	8.8	11.4	11.7	5.0	10.3	6.7	2.3	4.5
Currently engaged in research possibly resulting in publication	41.3	22.0	34.7	60.5	43.7	56.3	35.4	22.9	31.1	17.8	9.8	16.1	18.3	8.9	13.6

*Multiple responses possible; total greater than 100 percent.

Table 6 (Continued)

Career Progress and Involvement of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected: All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Decision to specialize in field (28)															
Don't intend to specialize	9.6	12.8	10.7	4.9	2.5	4.3	5.9	4.1	5.3	12.9	12.6	12.9	19.2	21.8	20.5
No decision yet	15.1	15.2	15.1	10.5	14.5	11.5	13.2	12.9	13.1	35.4	22.1	32.5	15.0	14.7	14.9
Have tentatively chosen speciality	40.3	35.0	38.5	45.7	41.2	44.6	41.6	41.9	41.7	38.0	40.3	38.5	32.9	29.9	31.4
Have definitely chosen speciality	35.0	37.0	35.7	39.0	41.8	39.7	39.3	41.1	39.9	13.7	25.0	16.1	32.9	33.6	33.3
Respondent would choose same discipline if he were to start academic training again (32)															
Definitely yes	39.4	40.4	39.8	37.8	40.7	38.5	45.3	42.2	44.2	49.4	44.6	48.3	35.7	38.3	37.0
Probably yes	42.8	38.9	41.5	45.2	38.9	43.6	37.3	38.6	37.8	40.1	37.0	39.4	42.3	38.4	40.4
Probably no	14.0	17.1	15.0	13.4	16.7	14.2	13.2	16.1	14.2	8.7	15.1	10.2	17.2	19.2	18.2
Definitely no	3.8	3.6	3.7	3.6	3.7	3.7	4.2	3.1	3.8	1.9	3.3	2.2	4.8	4.0	4.4
Would choose another field (33)*															
Very close to present field	42.2	43.4	42.6	43.9	42.3	43.5	42.7	50.0	45.5	40.4	44.7	41.3	38.8	39.2	39.0
Not close, but related	30.3	34.4	31.7	30.4	31.0	30.5	30.0	32.7	31.0	26.7	22.3	25.7	30.7	39.6	35.0
Quite different	27.5	22.2	25.7	25.7	26.8	25.9	27.3	17.3	23.5	32.9	33.0	32.9	30.5	21.2	26.1
Considered changing institutions to finish graduate work (34-1)															
Am changing	4.5	5.0	4.7	5.9	6.9	6.2	4.9	5.9	5.2	3.2	4.4	3.5	2.8	4.9	3.8
Considered it seriously	10.5	11.5	10.9	12.1	17.0	13.3	13.0	11.1	12.3	8.2	11.1	8.8	8.5	8.8	8.6
Considered it, but not seriously	20.4	20.3	20.4	22.8	20.1	22.1	19.6	24.5	21.3	20.4	18.3	20.0	18.4	20.5	19.5
Haven't considered it	64.6	63.2	64.1	59.2	56.0	58.4	62.5	58.6	61.2	68.2	66.2	67.8	70.3	65.8	68.1

*Item response requested of those answering "no" to previous item. Many others appear to have answered.

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Table 6 (Continued)

Career Progress and Involvement of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected: All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Considered changing field (34-2)															
Am changing	2.3	2.7	2.4	2.4	2.5	2.4	2.5	2.6	2.5	2.5	2.9	2.6	1.7	3.7	2.7
Considered it seriously	7.0	8.9	7.7	7.5	11.3	8.4	7.4	9.6	8.2	6.5	8.3	6.9	7.7	7.7	7.7
Considered it, but not seriously	16.4	18.1	17.0	17.2	19.0	17.6	16.1	18.6	16.9	15.3	20.5	16.4	16.0	16.4	16.2
Haven't considered it	74.2	70.2	72.9	72.9	67.3	71.6	74.0	69.3	72.4	75.6	68.3	74.1	74.6	72.2	73.4
Considered quitting graduate school for good (35)															
Yes, and definitely decided to quit	1.4	1.9	1.6	0.6	0.6	0.6	0.3	0.6	0.4	0.9	1.9	1.1	3.0	2.9	3.0
Considered it seriously	11.3	15.1	12.5	12.3	17.8	13.6	7.0	10.0	8.0	6.7	12.9	8.0	14.3	15.8	15.0
Considered it, but not seriously	24.7	24.9	24.8	26.5	28.3	26.9	26.5	19.6	24.1	21.7	27.5	22.9	24.8	24.4	24.6
No	62.6	58.2	61.1	60.6	53.4	58.8	66.2	69.9	67.5	70.8	57.8	68.0	57.9	57.0	57.4
Occupations engaged in for six months or more (50-1)*															
Teaching at the elementary or secondary level	31.4	65.3	43.5	23.9	46.2	29.4	63.2	78.8	68.4	17.3	41.5	23.5	30.4	71.8	51.0
Teaching at the junior college level	4.2	3.0	3.8	5.7	4.3	5.4	6.0	3.4	5.2	0.8	0.9	0.9	1.5	1.7	1.6
Teaching at the college or university level	12.8	8.6	11.3	18.8	18.4	18.7	11.0	11.0	11.0	4.1	4.1	4.1	3.4	2.1	2.8
Full-time research at a university	5.6	3.0	4.7	9.0	6.8	8.5	1.5	2.8	1.9	3.7	2.1	3.3	1.4	1.0	2.0
Research with a nonprofit organization or institute not affiliated with a university	4.6	3.5	4.2	6.3	6.8	6.4	4.3	3.3	3.9	2.4	4.1	2.9	2.1	1.9	4.7
Research in industry	9.8	1.7	6.9	12.5	3.6	10.3	6.1	1.8	4.7	4.1	1.2	3.4	8.5	0.8	2.3
Self-employed professional practice alone	3.6	2.5	3.2	3.1	2.3	2.9	6.3	3.4	5.4	2.3	2.0	2.2	2.4	2.1	0.8

*Multiple responses possible; total greater than 100 percent.

Table 6 (Continued)

Career Progress and Involvement of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected: All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Occupations engaged in for six months or more (continued)															
Self-employed professional practice with partner(s)	1.6	0.5	1.2	1.5	0.6	1.3	0.9	0.7	0.8	1.7	0.2	1.3	1.3	0.2	0.8
Employed professional practice	17.1	12.7	15.5	15.8	13.3	15.1	9.6	15.1	11.5	16.5	26.2	19.0	23.4	9.9	16.7
Self-employed, business	4.9	1.9	3.8	4.0	1.2	3.4	6.2	2.8	5.1	9.8	0.9	6.1	3.8	2.0	2.9
Executive or administrator in government	4.4	1.3	3.3	3.9	1.3	3.2	4.4	1.7	3.5	4.3	3.0	4.0	4.6	1.0	2.8
Executive or administrator in education	5.8	3.4	4.9	3.7	2.6	3.5	14.8	7.5	12.4	3.7	3.3	3.6	3.8	2.9	3.4
Executive or administrator in private industry	9.5	1.8	6.7	6.5	2.4	5.5	7.9	1.7	5.8	8.5	2.3	6.9	15.6	1.5	8.6
Manual labor or factory work	23.6	5.3	17.0	26.3	8.0	21.8	26.6	6.5	19.9	29.6	1.2	22.4	18.4	4.0	11.3
Military service	23.4	0.9	15.3	21.9	0.8	16.7	28.6	1.1	19.5	21.3	0.4	16.0	24.2	0.9	12.6
Clerical or sales work	18.1	23.5	20.1	18.6	30.0	21.4	20.4	21.4	20.7	23.9	25.0	24.2	15.7	21.5	18.6
Other	18.1	18.0	18.1	17.5	22.2	18.7	19.5	16.1	18.3	28.4	21.0	26.5	16.7	16.6	16.6
Occupation respondent expects to enter on completion of graduate school (50-2)*															
Teaching at the elementary or secondary level	5.3	29.6	13.7	2.0	5.5	2.9	17.7	25.9	20.6	1.5	23.5	6.8	10.2	47.8	28.9
Teaching at the junior college level	3.1	7.7	4.7	2.5	6.4	3.5	5.2	7.8	6.1	0.1	0.8	0.3	5.3	8.8	7.0
Teaching at the college or university level	29.7	25.1	28.2	50.0	56.5	51.7	25.2	29.0	26.5	1.9	2.4	2.0	4.4	6.3	5.3
Full-time research at a university	3.0	2.4	2.8	4.8	5.1	4.8	0.7	2.1	1.2	0.7	0.0	0.6	0.3	0.6	0.5
Research with a nonprofit organization or institute not affiliated with a university	2.1	2.5	2.3	3.5	4.4	3.7	0.8	1.1	0.9	0.5	0.7	0.5	0.7	1.4	1.1

*Percentages based on those who gave one and only one response, as requested.

Table 6 (Continued)

Career Progress and Involvement of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected														
	All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Occupation respondent expects to enter on completion of graduate school (con't.)															
Research in industry	8.3	1.1	5.9	12.5	1.5	9.7	4.4	0.5	3.0	0.5	0.3	0.4	5.8	1.1	3.4
Self-employed professional practice alone	2.9	0.8	2.2	0.8	0.8	0.8	1.8	0.2	1.2	14.6	1.6	11.4	1.5	0.7	1.1
Self-employed professional practice with partner(s)	7.2	1.6	5.3	2.0	0.6	1.6	2.9	0.8	2.2	36.9	9.5	30.3	4.9	1.0	3.0
Employed professional practice	10.8	15.4	12.4	6.2	9.4	7.0	6.4	13.6	8.9	22.9	51.6	29.8	16.6	14.8	15.7
Self-employed, business	1.6	0.3	1.1	0.6	0.2	0.5	1.6	0.0	1.0	1.0	0.0	0.8	3.1	0.4	1.7
Executive or administrator in government	2.6	1.0	2.0	1.9	0.7	1.6	2.2	1.7	2.0	2.4	1.9	2.3	4.2	1.0	2.6
Executive or administrator in education	5.7	4.4	5.2	2.4	2.2	2.4	18.3	10.2	15.5	1.0	1.9	1.2	8.3	5.8	7.1
Executive or administrator in private industry	10.2	0.9	7.1	5.1	0.7	4.0	4.6	0.8	3.3	8.0	0.8	6.3	24.4	1.1	12.8
Manual labor or factory work	0.1	0.1	0.1	0.0	0.0	0.0	0.3	0.0	0.2	0.0	0.0	0.0	0.2	0.0	0.1
Military service	3.5	0.1	2.3	3.7	0.0	2.8	3.5	0.1	2.3	3.1	0.2	2.4	3.6	0.1	1.9
Clerical or sales work	0.2	0.2	0.2	0.1	0.1	0.1	0.0	0.0	0.0	0.1	0.0	0.1	0.3	0.1	0.2
Other	3.6	7.0	4.8	1.9	5.9	3.0	4.5	6.1	5.1	4.7	4.9	4.7	6.3	9.0	7.6
Interest in an academic career (51)															
Very interested	37.4	44.2	39.7	51.8	59.7	53.7	53.7	52.9	53.4	7.5	16.5	9.4	18.7	32.3	25.5
Fairly interested	29.7	31.1	30.1	32.2	29.5	31.5	31.2	32.5	31.7	26.4	28.2	26.7	24.3	32.3	28.3
Fairly uninterested	19.5	13.2	17.3	12.0	8.1	11.0	10.5	11.4	10.8	36.3	28.0	34.5	28.7	15.8	22.2
Very uninterested	13.5	11.6	12.8	4.1	2.6	3.7	4.6	3.2	4.1	29.9	27.4	29.4	28.3	19.7	24.0

Table 6 (Continued)

Career Progress and Involvement of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	All Groups Combined			Highest Degree Expected: Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary interest in teaching or in research (52)*															
Very heavy interest in research	6.7	4.2	5.8	8.3	7.2	8.0	2.0	3.5	2.5	4.5	6.0	4.9	5.5	2.1	3.7
Interested in both, but leaning toward research	25.3	12.8	21.0	33.6	23.3	31.1	12.0	10.7	11.5	19.5	12.4	17.9	14.0	7.3	10.4
Interested in both, but leaning toward teaching	41.0	33.7	38.4	41.8	41.4	41.7	46.3	43.6	45.4	46.2	36.0	44.0	33.5	24.4	28.6
Very heavy interest in teaching	27.0	49.3	34.7	16.4	28.1	19.3	39.7	42.2	40.6	29.8	45.7	33.3	47.0	66.1	57.3

*Item intended only for those interested in academic careers.

Table 7

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected: All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Opportunities for higher education should be available to all high school graduates who want it (14-a)															
Strongly agree	48.2	52.4	49.7	47.5	52.0	48.6	48.2	50.2	48.9	48.6	50.3	49.0	48.4	52.4	50.4
Agree with reservations	37.6	37.0	37.4	37.7	36.0	37.3	40.1	38.6	39.6	38.0	40.4	38.5	38.1	37.9	38.0
Disagree with reservations	9.2	6.9	8.4	9.7	8.5	9.4	7.3	7.9	7.5	9.2	7.3	8.8	9.0	5.4	7.2
Strongly disagree	5.0	3.7	4.6	5.1	3.4	4.7	4.4	3.3	4.0	4.1	2.0	3.6	4.5	4.3	4.4
Most American colleges and universities are racist whether they mean to be or not (14-b)															
Strongly agree	8.6	11.1	9.4	10.4	13.7	11.2	6.6	9.9	7.7	8.1	16.3	9.9	5.4	8.5	6.9
Agree with reservations	26.3	29.8	27.5	28.2	34.7	29.8	25.9	29.1	27.0	28.6	29.5	28.8	22.6	27.6	25.1
Disagree with reservations	39.7	39.2	39.5	38.6	37.4	38.3	40.0	35.9	38.6	39.9	38.4	39.6	42.1	41.5	41.8
Strongly disagree	25.5	19.9	23.6	22.8	14.2	20.7	27.5	25.2	26.7	23.3	15.8	21.7	29.9	22.5	26.2
American colleges and universities must be destroyed before they can be reformed (14-c)															
Strongly agree	1.0	1.2	1.0	0.9	0.7	0.8	0.4	0.7	0.5	1.2	0.0	0.9	0.8	1.6	1.2
Agree with reservations	2.1	2.2	2.2	2.9	2.8	2.9	1.6	1.1	1.4	1.9	1.9	1.9	1.2	1.8	1.5
Disagree with reservations	11.0	13.2	11.8	13.3	16.9	14.2	7.9	12.1	9.3	10.8	16.9	12.1	8.9	11.1	9.9
Strongly disagree	85.9	83.5	85.0	83.0	79.6	82.1	90.1	86.1	88.7	86.0	81.1	85.0	89.1	85.5	87.3
The normal academic requirements should be relaxed in appointing members of minority groups to the faculty (14-d)															
Strongly agree	4.0	4.2	4.1	4.5	4.3	4.4	2.6	3.5	2.9	4.1	4.8	4.2	3.2	3.9	3.6
Agree with reservations	15.7	16.1	15.8	18.4	20.5	18.9	11.7	14.4	12.6	16.5	17.4	16.7	10.3	13.2	11.7
Disagree with reservations	27.4	25.9	26.9	29.2	28.9	29.1	27.7	24.2	26.6	28.4	29.2	28.6	25.0	24.9	24.9
Strongly disagree	52.9	53.8	53.2	48.0	46.3	47.6	58.0	57.9	57.9	51.0	48.6	50.5	61.5	58.0	59.8

Table 7 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected: All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
More minority group undergraduates should be admitted at institutions even if it means relaxing normal academic standards of admissions (14-e)															
Strongly agree	11.3	12.3	11.7	14.3	16.4	14.8	7.5	9.0	8.0	14.9	20.0	16.0	6.5	9.9	8.2
Agree with reservations	28.5	27.0	28.0	32.0	32.5	32.1	25.6	28.3	26.5	30.7	30.8	30.7	22.5	22.9	22.7
Disagree with reservations	23.7	23.9	23.8	23.0	21.3	22.6	25.5	25.5	25.5	22.2	19.9	21.7	24.6	25.3	24.9
Strongly disagree	36.5	36.8	36.6	30.8	29.8	30.6	41.5	37.2	40.0	32.2	29.3	31.6	46.4	41.9	44.2
Student demonstrations have no place on a college campus (14-f)															
Strongly agree	12.7	13.1	12.8	8.8	6.3	8.2	19.3	16.1	18.2	9.8	8.3	9.5	16.2	15.9	16.0
Agree with reservations	20.7	20.7	20.7	17.6	15.9	17.2	24.3	23.8	24.1	18.6	16.7	18.2	23.3	22.9	24.1
Disagree with reservations	38.1	39.9	38.7	38.4	38.9	38.5	36.0	39.0	37.1	39.2	40.7	39.6	37.4	42.7	40.0
Strongly disagree	28.5	26.3	27.8	35.1	38.9	36.0	20.3	21.0	20.6	32.4	34.2	32.8	21.1	18.6	19.8
Students who disrupt the functioning of a college should be expelled or suspended (14-g)															
Strongly agree	39.7	35.5	38.3	32.3	24.6	30.4	44.4	37.7	42.1	34.8	23.5	32.4	52.1	41.6	46.8
Agree with reservations	32.1	30.3	31.5	32.8	30.9	32.3	35.6	29.1	33.4	35.5	28.1	33.9	28.5	30.9	29.7
Disagree with reservations	19.5	23.6	20.9	24.1	31.3	25.9	12.7	22.4	16.0	21.5	32.7	23.8	13.9	19.3	16.6
Strongly disagree	8.6	10.6	9.3	10.8	13.3	11.4	7.3	10.8	8.5	8.2	15.7	9.8	5.5	8.3	6.9
Most college officials have been too lax in dealing with student protests on campus (14-h)															
Strongly agree	29.0	25.8	27.9	21.1	16.5	20.0	35.7	28.8	33.4	26.3	18.3	24.6	38.1	30.5	34.4
Agree with reservations	33.5	29.3	32.1	32.2	24.4	30.3	39.0	30.1	35.9	33.7	23.8	31.6	35.0	32.6	33.8
Disagree with reservations	25.9	29.7	27.2	30.7	35.8	31.9	18.0	28.8	21.6	29.5	33.0	30.3	20.8	25.5	23.2
Strongly disagree	11.6	15.2	12.9	16.0	23.3	17.8	7.4	12.4	9.1	10.4	24.9	13.5	6.1	11.3	8.7

Table 7 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	All Groups Combined			Highest Degree Expected: Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
College officials have the right to regulate student behavior off campus (14-i)															
Strongly agree	2.3	2.2	2.2	2.0	1.6	1.9	2.5	4.5	3.2	1.7	0.7	1.5	2.3	1.2	1.7
Agree with reservations	12.8	10.4	12.0	9.6	7.4	9.1	15.7	11.3	14.2	9.5	6.0	8.8	15.6	11.7	13.6
Disagree with reservations	29.5	27.2	28.7	25.3	18.0	23.5	32.9	29.3	31.7	28.5	27.7	28.3	36.0	32.7	13.4
Strongly disagree	55.4	60.3	57.0	63.1	72.9	65.5	48.9	54.9	50.9	60.3	65.6	61.4	46.2	54.4	50.3
Faculty unions have a divisive effect on academic life (14-j)															
Strongly agree	8.0	9.0	8.3	7.4	6.3	7.1	7.7	10.7	8.7	7.5	5.2	7.0	8.2	7.9	8.1
Agree with reservations	33.6	29.6	32.2	29.6	24.3	28.3	39.0	30.3	36.1	32.2	30.0	31.8	39.2	33.9	36.6
Disagree with reservations	42.1	42.1	42.1	44.4	46.4	44.9	34.0	41.1	36.4	47.5	42.5	46.5	41.1	40.5	40.8
Strongly disagree	16.2	19.3	17.3	18.6	23.0	19.6	19.3	17.9	18.8	12.8	22.3	14.8	11.4	17.7	14.5
Teaching assistants' unions have a divisive effect on academic life (14-k)															
Strongly agree	7.4	7.6	7.5	6.4	6.0	6.3	7.6	8.7	7.9	7.0	5.5	6.7	8.4	6.2	7.3
Agree with reservations	32.2	28.3	30.9	28.8	22.7	27.4	37.0	30.7	34.9	30.8	27.4	30.1	37.6	32.5	35.1
Disagree with reservations	43.2	44.0	43.5	44.2	47.4	44.9	36.3	42.6	38.5	48.4	45.8	47.9	42.4	43.4	42.9
Strongly disagree	17.2	20.1	18.2	20.6	24.0	21.4	19.1	18.1	18.7	13.7	21.4	15.3	11.6	18.0	14.7
College professors deserve more respect from the public than they now receive (14-l)															
Strongly agree	27.0	33.8	29.3	27.5	36.2	29.7	27.8	40.1	32.0	26.4	27.7	26.6	22.3	30.6	26.4
Agree with reservations	44.7	42.3	43.9	44.3	39.8	43.2	46.6	37.9	43.7	46.4	45.8	46.3	46.9	47.3	47.1
Disagree with reservations	23.5	18.7	21.9	23.6	18.4	22.3	20.6	17.5	19.5	22.8	21.9	22.6	25.6	17.4	21.5
Strongly disagree	4.9	5.3	5.0	4.6	5.6	4.8	5.0	4.4	4.8	4.4	4.6	4.5	5.3	4.7	5.0

Table 7 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	All Groups Combined			Highest Degree Expected: Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
In graduate school to satisfy job requirements (21-a)															
Strongly agree	25.3	33.4	28.0	21.9	27.2	23.2	25.6	31.6	27.6	38.1	37.9	38.1	26.6	36.2	31.3
Agree with reservations	40.4	36.5	39.1	42.1	36.9	40.8	42.3	38.9	41.1	35.7	37.1	36.0	38.4	37.1	37.8
Disagree with reservations	17.1	13.0	15.7	18.2	16.2	17.7	12.3	13.1	12.6	13.0	11.1	12.6	19.4	12.0	15.8
Strongly disagree	17.2	17.1	17.2	17.7	19.7	18.2	19.9	16.5	18.7	13.2	13.9	13.4	15.6	14.7	15.2
In graduate school to continue intellectual growth (21-b)															
Strongly agree	56.9	71.3	61.8	63.5	79.5	67.4	62.2	80.7	68.5	46.3	60.6	49.3	47.4	64.2	55.7
Agree with reservations	37.9	25.3	33.6	33.0	18.9	29.5	33.3	17.8	28.0	46.4	34.1	43.8	45.8	30.8	38.4
Disagree with reservations	3.8	2.1	3.2	2.8	1.2	2.4	3.3	1.0	2.5	5.0	4.1	4.8	4.9	2.9	3.9
Strongly disagree	1.3	1.3	1.3	0.8	0.4	0.7	1.2	0.5	1.0	2.3	1.2	2.1	1.9	2.1	2.0
In graduate school to avoid the draft (21-c)															
Strongly agree	2.7	0.7	2.1	3.3	1.0	2.8	1.4	0.7	1.2	4.3	0.1	3.5	1.9	0.5	1.3
Agree with reservations	6.9	1.0	5.1	8.7	0.8	6.9	2.7	0.6	2.1	10.7	0.6	8.7	4.0	1.2	2.7
Disagree with reservations	10.2	2.0	7.6	12.6	1.8	10.2	6.0	1.3	4.5	15.8	0.8	12.9	6.0	2.4	4.3
Strongly disagree	80.2	96.3	85.2	75.5	96.4	80.2	90.0	97.3	92.3	69.2	98.4	74.9	88.1	95.8	91.7
In graduate school to get in a prestigious occupation (21-d)															
Strongly agree	19.3	12.9	17.2	16.3	15.1	16.0	16.4	16.4	16.4	30.3	9.5	25.9	19.9	9.3	14.7
Agree with reservations	43.5	33.8	40.3	42.7	37.3	41.4	49.9	36.1	45.3	48.0	37.8	45.9	40.0	31.9	36.0
Disagree with reservations	20.2	22.9	21.1	23.1	22.9	23.1	18.1	22.7	19.6	12.8	21.3	14.6	20.7	25.0	22.8
Strongly disagree	16.9	30.4	21.5	17.8	24.7	19.5	15.6	24.8	18.7	8.8	31.4	13.6	19.5	33.9	26.5

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Table 7 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	All Groups Combined			Highest Degree Expected: Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
In graduate school to increase earning power (21-e)															
Strongly agree	42.2	40.0	41.5	31.8	29.2	31.2	50.9	48.6	50.1	45.6	37.5	43.9	56.6	44.9	50.8
Agree with reservations	39.9	39.9	39.9	43.7	43.5	43.7	36.7	34.0	35.8	42.6	42.6	42.6	31.6	39.3	35.4
Disagree with reservations	9.4	9.3	9.3	13.0	13.8	13.2	5.9	8.7	6.8	6.0	11.0	7.0	6.9	7.3	7.1
Strongly disagree	8.5	10.8	9.3	11.4	13.5	11.9	6.6	8.6	7.3	5.8	9.0	6.5	5.0	8.6	6.8
In graduate school to prepare for an academic career (21-f)															
Strongly agree	34.1	41.1	36.4	48.5	58.4	50.9	44.1	47.7	45.3	11.2	17.4	12.5	13.3	29.8	21.3
Agree with reservations	29.3	30.8	29.8	32.1	26.3	30.7	36.1	34.3	35.5	21.1	23.5	21.6	23.2	32.8	27.9
Disagree with reservations	18.8	13.1	16.9	12.9	9.0	12.0	11.9	9.6	11.1	34.8	28.0	33.4	27.0	16.2	21.7
Strongly disagree	17.8	15.0	16.8	6.5	6.3	6.5	7.9	8.3	8.1	32.9	31.1	32.5	36.6	21.2	29.1
In graduate school to find self (21-g)															
Strongly agree	5.9	9.6	7.2	6.1	11.7	7.5	5.1	11.0	7.1	3.7	5.7	4.1	6.9	7.5	7.2
Agree with reservations	19.3	24.0	20.9	20.7	27.2	22.3	18.3	26.9	21.2	18.8	22.4	19.5	16.0	21.7	18.8
Disagree with reservations	24.1	20.6	22.9	26.0	21.7	25.0	29.1	21.0	26.4	26.0	24.3	25.6	19.9	20.8	20.3
Strongly disagree	50.7	45.8	49.0	47.0	39.5	45.2	47.5	41.0	45.3	51.6	47.6	50.8	57.1	50.0	53.7
In graduate school to see whether particular field of study is congenial (21-h)															
Strongly agree	3.6	6.9	4.7	3.5	7.1	4.4	2.7	6.9	4.1	5.3	8.2	5.9	2.9	6.2	4.5
Agree with reservations	17.1	20.6	18.3	15.4	19.7	16.5	15.6	20.4	17.2	21.4	20.0	21.1	19.1	20.6	19.8
Disagree with reservations	24.2	20.7	23.0	25.8	23.9	25.3	23.4	20.8	22.5	26.3	23.4	25.7	20.9	19.9	20.4
Strongly disagree	55.1	51.8	54.0	55.3	49.4	53.9	58.4	51.9	56.2	46.9	48.5	47.3	57.1	53.2	55.2

Table 7 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	All Groups Combined			Highest Degree Expected: Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
In graduate school to contribute to ability to change society (21-i)															
Strongly agree	19.8	23.9	21.2	19.9	26.8	21.6	25.5	28.5	26.6	25.3	34.8	27.3	14.5	20.5	17.4
Agree with reservations	38.1	39.6	38.6	39.6	38.8	39.4	41.9	44.3	42.7	40.4	39.2	40.1	31.9	38.4	35.1
Disagree with reservations	21.8	18.9	20.8	21.8	17.7	20.8	18.6	13.6	16.9	20.8	16.3	19.9	23.7	20.1	21.9
Strongly disagree	20.3	17.7	19.4	18.7	16.6	18.2	13.9	13.6	13.8	13.5	9.7	12.7	29.9	20.9	25.5
In graduate school to get a teaching credential (21-j)															
Strongly agree	13.3	28.6	18.4	14.3	20.0	15.7	20.7	24.2	21.9	3.0	14.9	5.5	12.7	35.4	23.7
Agree with reservations	21.2	22.7	21.7	26.0	25.6	25.9	29.6	30.2	29.8	8.4	10.5	8.8	12.6	21.0	16.7
Disagree with reservations	16.5	11.2	14.7	18.2	14.1	17.2	12.8	8.9	11.5	18.6	8.8	16.5	13.4	10.2	11.8
Strongly disagree	49.0	37.5	45.2	41.5	40.3	41.2	36.9	36.7	36.8	70.0	65.9	69.1	61.3	33.5	47.8
In graduate school because of intrinsic interest of field (21-k)															
Strongly agree	26.8	39.5	31.1	35.3	53.4	39.7	27.9	37.2	31.1	17.3	27.6	19.5	15.9	28.8	22.1
Agree with reservations	43.0	39.8	41.9	43.7	36.2	41.9	44.1	41.8	43.3	41.9	38.5	41.2	40.5	44.0	42.2
Disagree with reservations	16.4	11.5	14.8	12.6	6.6	11.1	15.7	15.4	15.6	21.1	16.7	20.2	22.0	13.8	18.1
Strongly disagree	13.8	9.2	12.2	8.4	3.8	7.3	12.3	5.6	10.0	19.8	17.2	19.2	21.6	13.3	17.6
In graduate school to serve mankind better (21-l)															
Strongly agree	28.4	39.6	32.2	27.7	36.9	30.0	34.0	47.1	38.4	37.9	47.6	40.0	22.2	36.3	29.1
Agree with reservations	44.9	40.9	43.5	45.3	40.3	44.1	47.7	38.9	44.8	44.3	36.8	42.7	41.5	44.2	42.8
Disagree with reservations	15.9	11.7	14.5	17.7	14.9	16.9	11.0	10.0	10.7	11.4	9.8	11.1	19.0	10.1	14.7
Strongly disagree	10.8	7.8	9.8	9.3	7.9	8.9	7.2	4.0	6.1	6.3	5.7	6.2	17.3	9.3	13.4

Table 7 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	All Groups Combined			Highest Degree Expected: Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
In graduate school to engage in political activities (21-m)															
Strongly agree	2.9	2.3	2.7	2.2	2.1	2.2	2.6	2.3	2.5	7.5	6.4	7.3	1.5	2.6	2.0
Agree with reservations	11.8	8.5	10.7	10.8	8.8	10.3	10.3	8.7	9.8	22.7	14.1	20.9	8.6	6.6	7.6
Disagree with reservations	22.5	18.8	21.3	24.1	23.5	23.9	24.0	23.3	23.8	23.3	17.5	22.1	17.9	15.8	17.6
Strongly disagree	62.8	70.3	65.3	62.9	65.6	63.6	63.1	65.7	64.0	46.5	62.1	49.8	72.0	75.1	73.5
Field is too research-oriented (22-a)															
Strongly agree	6.7	6.5	6.6	8.0	10.0	8.5	5.0	5.2	5.1	4.0	4.8	4.1	4.4	4.9	4.6
Agree with reservations	21.1	19.5	20.5	23.3	22.5	23.1	22.4	14.9	19.9	15.9	17.1	16.2	17.5	19.9	18.7
Disagree with reservations	43.0	38.7	41.6	40.8	34.6	39.3	48.2	45.4	47.3	46.6	37.0	44.6	45.4	38.6	42.0
Strongly disagree	29.2	35.2	31.2	27.9	32.9	29.1	24.3	34.4	27.8	33.5	41.0	35.1	32.7	36.6	34.6
Considers self an intellectual (22-b)															
Strongly agree	11.7	9.4	10.9	15.6	17.7	16.1	13.9	9.6	12.4	8.9	7.8	8.7	4.1	4.2	4.2
Agree with reservations	43.1	46.8	44.4	49.7	58.3	51.8	40.0	54.8	45.0	41.8	52.5	44.1	31.5	37.9	34.7
Disagree with reservations	30.4	29.6	30.2	25.1	18.7	23.5	30.7	27.0	29.4	35.3	29.4	34.0	38.0	36.8	37.4
Strongly disagree	14.7	14.1	14.5	9.6	5.3	8.5	15.4	8.7	13.1	14.0	10.3	13.2	26.3	21.0	23.7
Much of what is taught in department is irrelevant to what is going on in the outside world (22-c)															
Strongly agree	10.2	12.4	11.0	11.9	16.0	12.9	9.9	10.5	10.1	9.6	8.0	9.3	8.4	12.8	10.6
Agree with reservations	26.8	26.8	26.8	26.7	28.8	27.2	32.3	24.0	29.5	22.9	25.5	23.5	26.3	25.5	25.9
Disagree with reservations	37.9	37.3	37.7	36.8	31.8	35.5	35.1	40.7	37.0	38.2	41.6	38.9	38.8	38.8	38.8
Strongly disagree	25.1	23.5	24.6	24.6	23.4	24.3	22.7	24.8	23.4	29.2	24.9	28.3	26.5	22.9	24.7

Table 7 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected														
	All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Respondent hopes to make significant contributions to knowledge in field (22-d)															
Strongly agree	30.1	22.6	27.6	41.7	38.0	40.8	30.5	29.3	30.1	17.3	13.5	16.5	14.4	10.5	12.5
Agree with reservations	41.4	39.0	40.6	42.1	42.8	42.3	46.7	46.5	46.6	41.1	34.8	39.8	36.7	35.4	36.0
Disagree with reservations	21.4	27.8	23.6	12.3	15.8	13.2	17.5	20.5	18.5	32.1	40.8	33.9	34.8	37.1	36.0
Strongly disagree	7.0	10.6	8.2	4.0	3.4	3.8	5.3	3.7	4.7	9.5	10.9	9.8	14.1	17.0	15.6
Department has taken steps to increase graduate student participation in its decisions (22-e)															
Strongly agree	15.5	16.2	15.7	17.5	21.6	18.5	13.6	15.5	14.3	23.3	24.2	23.5	8.5	11.5	10.0
Agree with reservations	35.4	33.3	34.7	34.0	33.9	34.0	35.0	34.4	34.8	43.1	40.4	42.5	32.7	31.8	32.2
Disagree with reservations	29.7	28.0	29.2	27.1	24.8	26.5	36.5	32.2	35.1	21.9	18.8	21.2	36.3	31.6	33.9
Strongly disagree	19.4	22.3	20.4	21.4	19.7	21.0	14.9	17.8	15.9	11.8	16.6	12.8	22.5	25.2	23.8
Respondent satisfied with the education he is getting (22-f)															
Strongly agree	23.2	19.5	21.9	23.6	23.1	23.5	23.7	19.2	22.2	28.2	20.6	26.6	19.6	16.3	18.0
Agree with reservations	53.4	51.3	52.7	51.7	47.7	50.7	54.7	48.6	52.6	51.7	49.7	51.3	55.9	54.9	55.4
Disagree with reservations	16.8	20.6	18.1	17.8	19.6	18.3	14.9	25.2	18.4	13.7	20.7	15.2	17.5	20.2	18.9
Strongly disagree	6.6	8.6	7.3	6.9	9.5	7.5	6.7	7.0	6.8	6.3	9.0	6.9	6.9	8.5	7.7
Most Ph.D.-holders in field get their degrees without showing much real scholarly ability (22-g)															
Strongly agree	5.2	6.7	5.7	5.3	5.3	5.3	6.0	8.5	6.8	4.7	5.8	5.0	4.0	7.0	5.5
Agree with reservations	18.9	21.3	19.7	18.2	18.9	18.4	22.1	22.8	22.4	15.4	21.4	16.7	18.5	22.9	20.7
Disagree with reservations	43.5	40.3	42.4	45.9	46.1	46.0	40.8	37.7	39.8	40.3	45.3	41.3	41.4	37.7	39.6
Strongly disagree	32.5	31.7	32.2	30.5	29.7	30.3	31.1	30.9	31.0	39.5	27.5	37.0	36.0	32.4	34.2

Table 7 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected														
	All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
The typical undergraduate curriculum has suffered from the specialization of faculty members (22-h)															
Strongly agree	11.6	10.6	11.3	13.2	14.1	13.4	10.7	9.6	10.3	9.7	10.7	9.9	8.9	8.3	8.6
Agree with reservations	29.1	24.4	27.5	30.6	24.5	29.1	27.9	25.2	27.0	27.7	28.2	27.8	28.4	22.6	25.5
Disagree with reservations	41.7	42.1	41.9	39.1	38.8	39.1	43.8	44.1	43.9	44.3	40.5	43.5	43.5	43.7	43.6
Strongly disagree	17.5	22.9	19.3	17.1	22.5	18.4	17.5	21.1	18.7	18.3	20.6	18.7	19.2	25.5	22.3
Any institution with a substantial number of black students should offer a program of Black Studies if they wish it (22-i)															
Strongly agree	30.4	41.0	34.0	33.8	47.2	37.1	27.0	38.4	30.9	32.9	46.6	35.8	23.6	37.7	30.6
Agree with reservations	43.1	38.5	41.6	42.3	34.5	40.4	48.0	38.7	44.9	43.1	34.8	41.4	44.1	42.3	43.2
Disagree with reservations	16.2	14.1	15.5	15.3	12.7	14.6	16.2	12.8	15.0	15.9	13.5	15.4	18.2	14.6	16.4
Strongly disagree	10.3	6.5	9.0	8.7	5.6	7.9	8.8	10.0	9.2	8.0	5.1	7.4	14.1	5.3	9.7
Any special academic program for black students should be administered and controlled by black people (22-j)															
Strongly agree	6.0	7.7	6.6	6.6	8.4	7.1	4.0	7.0	5.0	6.3	10.4	7.1	6.2	6.6	6.4
Agree with reservations	26.2	30.2	27.6	28.4	34.6	30.0	26.6	28.6	27.3	28.1	33.6	29.3	23.0	28.9	25.9
Disagree with reservations	38.4	37.1	37.9	38.6	36.7	38.1	40.0	35.2	38.4	37.8	34.5	37.1	38.8	38.7	38.8
Strongly disagree	29.4	25.0	27.9	26.4	20.3	24.9	29.3	29.3	29.3	27.8	21.5	26.5	32.0	25.7	28.9
Professors in department don't really take female graduate students seriously (22-k)															
Strongly agree	4.2	6.4	5.0	4.2	9.2	5.4	2.7	5.5	3.7	5.7	5.4	5.6	4.0	5.7	4.8
Agree with reservations	15.9	16.2	16.0	17.0	21.7	18.1	11.1	14.4	12.2	18.1	14.9	17.4	15.5	12.9	14.2
Disagree with reservations	38.7	32.5	36.5	38.7	31.9	37.0	40.2	36.9	39.1	40.0	27.1	37.2	36.0	32.9	34.4
Strongly disagree	41.2	45.0	42.5	40.2	37.2	39.5	45.9	43.2	45.0	36.3	52.6	39.8	44.6	48.4	46.5

Table 7 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected														
	Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Respondent sees professors outside the classroom enough (22-l)															
Strongly agree	29.9	32.3	30.7	32.0	33.8	32.4	32.0	27.5	30.5	27.9	33.1	29.0	27.0	33.0	30.0
Agree with reservations	37.4	38.2	37.7	36.1	34.1	35.6	36.5	41.8	38.3	36.0	37.7	36.3	40.6	40.2	40.4
Disagree with reservations	20.7	17.6	19.7	20.8	18.1	20.2	18.8	18.4	18.7	23.8	20.3	23.1	19.2	15.4	17.4
Strongly disagree	11.9	12.0	12.0	11.1	14.0	11.8	12.7	12.2	12.5	12.3	8.9	11.6	13.1	11.3	12.2
Professors don't pay much attention to the graduate students (22-m)															
Strongly agree	4.6	5.9	5.0	4.6	6.0	5.0	4.3	5.1	4.6	4.6	3.7	4.4	4.7	6.2	5.4
Agree with reservations	16.7	14.2	15.8	16.6	15.6	16.3	15.5	15.1	15.3	15.6	11.6	14.8	18.8	11.6	15.2
Disagree with reservations	40.1	40.2	40.1	38.0	37.4	37.9	40.3	38.1	39.5	40.5	37.6	39.9	42.4	45.4	43.9
Strongly disagree	38.6	39.7	39.0	40.8	41.1	40.8	39.9	41.7	40.5	39.3	47.0	40.9	34.1	36.9	35.5
The female graduate students in department are not as dedicated to the field as the males (22-n)															
Strongly agree	5.2	3.4	4.6	4.8	4.1	4.6	4.3	2.5	3.7	5.8	2.1	5.0	4.7	3.7	4.2
Agree with reservations	18.3	9.9	15.4	18.8	13.5	17.5	20.1	10.9	16.9	19.9	7.9	17.4	15.7	8.1	11.9
Disagree with reservations	37.8	27.0	34.1	38.7	26.7	35.7	35.0	20.1	29.9	33.6	24.8	31.7	38.2	29.0	33.6
Strongly disagree	38.7	59.8	46.0	37.7	55.6	42.2	40.7	66.4	49.5	40.7	65.2	45.9	41.4	59.2	50.4
Teaching effectiveness, not publications, should be the primary criterion for the promotion of faculty (22-o)															
Strongly agree	50.7	61.9	54.5	38.8	49.0	41.3	65.5	65.7	65.5	56.8	62.4	58.0	66.5	70.5	68.5
Agree with reservations	36.2	29.9	34.1	41.6	35.2	40.0	28.9	27.3	28.3	35.8	31.3	34.8	29.0	26.1	27.6
Disagree with reservations	11.4	7.3	10.0	17.3	14.5	16.6	5.2	6.2	5.6	6.6	5.6	6.4	3.9	3.0	3.5
Strongly disagree	1.6	1.0	1.4	2.3	1.4	2.1	0.4	0.8	0.6	0.8	0.7	0.8	0.5	0.4	0.5

Table 7 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected														
	All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
In department it is very difficult for a man to achieve tenure if he does not publish (22-p)															
Strongly agree	28.4	24.0	26.9	36.9	37.1	37.0	22.2	19.6	21.3	23.3	19.8	22.6	16.2	16.5	16.3
Agree with reservations	33.6	30.2	32.5	34.6	31.6	33.9	29.6	30.5	29.9	34.0	32.8	33.7	34.1	29.3	31.7
Disagree with reservations	27.2	28.7	27.7	21.9	21.2	21.7	32.6	34.0	33.1	29.2	31.8	29.7	33.9	33.0	33.5
Strongly disagree	10.8	17.2	12.9	6.6	10.1	7.4	15.6	15.9	15.7	13.5	15.6	13.9	15.8	21.2	18.4
Respondent tends to subordinate all aspects of life to work (22-q)															
Strongly agree	5.8	4.5	5.4	5.9	6.8	6.1	4.6	4.0	4.4	5.7	2.2	4.9	4.4	3.3	3.9
Agree with reservations	22.6	16.0	20.4	22.1	19.0	21.3	26.7	19.9	24.4	21.6	17.0	20.6	21.2	13.0	17.1
Disagree with reservations	34.3	32.4	33.7	33.6	31.9	33.2	37.3	31.1	35.2	34.3	29.2	33.2	34.9	33.7	34.3
Strongly disagree	37.3	47.1	40.6	38.4	42.2	39.3	31.4	45.0	36.0	38.4	51.6	41.2	39.6	49.9	44.7
Classified weapons research is a legitimate activity on college and university campuses (22-r)															
Strongly agree	21.2	8.5	17.0	17.5	8.5	15.3	21.7	8.3	17.2	21.6	8.8	19.0	27.9	8.0	18.3
Agree with reservations	32.6	25.1	30.1	31.0	22.6	29.0	33.4	28.5	31.8	33.9	23.7	31.8	34.0	25.7	30.0
Disagree with reservations	21.5	29.7	24.2	21.7	28.6	23.4	25.2	29.9	26.8	21.3	28.1	22.6	18.7	31.6	25.0
Strongly disagree	24.7	36.6	28.6	29.8	40.3	32.3	19.7	33.3	24.2	23.3	39.4	26.6	19.3	34.7	26.8
Big contract research has become more a source of money and prestige for researchers than an effective way of advancing knowledge (22-s)															
Strongly agree	19.3	19.9	19.5	20.4	23.4	21.1	17.3	21.1	18.7	16.8	21.3	17.7	18.2	17.8	18.0
Agree with reservations	42.6	42.2	42.5	41.6	40.1	41.2	49.4	44.2	47.7	44.2	42.4	43.8	40.2	42.5	41.4
Disagree with reservations	30.3	31.2	30.6	30.7	29.3	30.4	25.3	27.9	26.2	31.5	30.3	31.3	32.7	33.6	33.1
Strongly disagree	7.8	6.7	7.4	7.3	7.2	7.3	7.9	6.8	7.6	7.5	6.0	7.2	8.9	6.1	7.5

Table 7 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected: All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Many of the highest-paid university professors get where they are by being "operators," rather than by their scholarly or scientific contributions (22-t)															
Strongly agree	12.6	11.8	12.3	13.1	12.9	13.1	12.1	15.4	13.2	9.8	10.1	9.8	12.4	9.1	10.7
Agree with reservations	35.8	33.6	35.0	35.5	33.7	35.0	39.1	33.5	37.2	34.8	37.8	35.4	35.5	34.2	34.8
Disagree with reservations	41.9	43.4	42.3	40.6	41.8	40.9	41.8	39.0	40.9	45.0	45.2	45.0	42.5	45.2	43.9
Strongly disagree	9.8	11.2	10.2	10.8	11.7	11.0	7.0	12.1	8.7	10.5	6.9	9.7	9.6	11.6	10.6
Genuine scholarship is threatened in universities by the proliferation of big research centers (22-u)															
Strongly agree	7.0	8.2	7.4	7.3	9.6	7.9	7.7	9.4	8.2	5.4	7.4	5.8	6.1	6.6	6.4
Agree with reservations	27.2	31.1	28.5	26.5	29.2	27.1	26.3	30.7	27.8	27.0	32.8	28.2	26.3	31.2	28.7
Disagree with reservations	49.6	47.6	48.9	48.7	46.3	48.1	53.9	47.2	51.6	52.6	49.2	51.9	51.1	50.2	50.6
Strongly disagree	16.2	13.2	15.2	17.4	15.0	16.8	12.2	12.7	12.3	14.9	10.6	14.1	16.6	12.0	14.3
Part of respondent's graduate education has been essentially a wasteful repetition of what was already covered at the undergraduate level (22-v)															
Strongly agree	8.4	11.9	9.6	7.4	8.9	7.8	9.9	13.3	11.0	5.4	9.5	6.3	10.5	12.9	11.7
Agree with reservations	22.3	23.0	22.5	21.1	21.8	21.2	25.0	24.4	24.8	13.5	17.8	14.4	26.9	24.4	25.7
Disagree with reservations	33.2	30.0	32.1	33.9	29.5	32.8	40.2	32.1	37.4	26.5	32.7	27.8	32.4	28.6	30.5
Strongly disagree	36.1	35.1	35.8	37.6	39.7	38.1	24.9	30.2	26.7	54.6	39.9	51.5	30.2	34.2	32.2

Table 7 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected														
	All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Scientists should publish their findings regardless of the possible consequences (22-w)															
Strongly agree	24.0	20.6	22.8	25.1	22.3	24.4	23.1	23.5	23.2	24.6	17.3	23.1	21.1	18.7	19.9
Agree with reservations	39.2	41.1	39.8	38.6	38.8	38.7	37.5	37.6	37.5	38.0	42.6	39.0	42.4	44.5	43.4
Disagree with reservations	25.4	26.9	25.9	24.4	25.7	24.7	29.7	28.0	29.1	26.1	29.1	26.7	24.9	26.7	25.8
Strongly disagree	11.4	11.4	11.4	11.8	13.2	12.2	9.8	10.9	10.2	11.2	10.9	11.2	11.6	10.2	10.9
Career will take second place to family obligations (22-x)															
Strongly agree	31.8	46.3	36.7	30.9	34.0	31.7	32.2	44.6	36.4	27.9	48.2	32.2	35.8	52.1	43.9
Agree with reservations	39.1	33.2	37.1	39.3	36.6	38.6	40.1	31.7	37.2	39.2	30.0	37.3	38.0	32.6	35.3
Disagree with reservations	20.9	13.6	18.4	22.3	20.8	21.9	19.4	16.2	18.3	25.4	14.4	23.0	16.2	9.2	12.7
Strongly disagree	8.2	6.9	7.8	7.6	8.7	7.8	8.4	7.6	8.1	7.5	7.4	7.5	10.0	6.1	8.1
Exciting developments are taking place in field (22-y)															
Strongly agree	56.6	51.9	55.0	59.6	56.3	58.8	55.4	58.8	56.6	64.3	57.7	62.9	48.6	45.4	47.0
Agree with reservations	30.2	31.1	30.5	29.0	24.0	27.8	32.1	28.8	31.0	26.5	27.7	26.7	33.5	38.0	35.8
Disagree with reservations	10.1	11.7	10.7	8.8	13.5	10.0	8.7	10.3	9.3	7.0	12.3	8.1	14.0	10.7	12.4
Strongly disagree	3.0	5.3	3.8	2.5	6.2	3.4	3.7	2.2	3.2	2.2	2.5	2.2	3.8	5.9	4.9
Field is among the most respected academic disciplines (22-z)															
Strongly agree	25.7	18.3	23.2	26.4	21.6	25.2	16.0	14.2	15.4	45.3	16.8	39.4	17.4	17.4	17.4
Agree with reservations	33.4	30.8	32.5	35.6	33.9	35.1	33.7	29.9	32.4	30.0	26.4	29.3	30.5	30.4	30.5
Disagree with reservations	29.4	33.8	30.9	28.3	30.3	28.8	37.1	36.1	36.8	17.8	34.3	21.2	34.9	33.9	34.4
Strongly disagree	11.5	17.2	13.4	9.8	14.2	10.8	13.2	19.8	15.5	7.0	22.5	10.2	17.2	18.3	17.7

Table 7 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected: All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Field gets a good share of the best students (22-aa)															
Strongly agree	27.6	16.4	23.8	27.4	22.7	26.2	17.0	12.8	15.5	50.9	19.9	44.4	20.6	11.3	16.0
Agree with reservations	41.4	39.0	40.6	42.9	42.0	42.7	40.6	34.5	38.5	36.2	32.8	35.5	42.1	40.0	41.1
Disagree with reservations	23.8	31.9	26.5	24.4	26.0	24.8	31.2	36.5	33.0	9.7	36.6	15.3	26.6	34.1	30.3
Strongly disagree	7.1	12.7	9.0	5.3	9.3	6.3	11.2	16.1	12.9	3.3	10.8	4.9	10.7	14.6	12.6
Graduate students should be more militant in defending their interests (22-bb)															
Strongly agree	12.2	10.9	11.8	15.9	15.2	15.8	9.0	10.0	9.3	12.6	12.0	12.5	6.7	7.8	7.2
Agree with reservations	33.4	27.1	31.3	35.1	30.7	34.0	35.5	29.5	33.5	32.5	34.9	33.0	29.7	23.7	26.7
Disagree with reservations	37.4	39.5	38.1	35.2	37.5	35.8	38.3	39.5	38.7	38.4	36.6	38.1	41.0	39.7	40.3
Strongly disagree	16.9	22.5	18.8	13.7	16.6	14.4	17.2	21.0	18.5	16.5	16.4	16.5	22.6	28.9	25.7
Faculty members should be free on campus to advocate violent resistance to public authority (22-cc)															
Strongly agree	8.7	9.5	8.9	11.6	14.1	12.2	4.8	9.4	6.3	10.4	15.6	11.5	4.2	6.1	5.1
Agree with reservations	15.0	16.4	15.5	17.8	22.4	19.0	11.4	17.8	13.5	16.2	17.8	16.5	10.6	13.3	12.0
Disagree with reservations	25.0	28.6	26.2	26.4	30.3	27.4	25.3	28.4	26.3	26.3	29.3	26.9	22.6	27.7	25.1
Strongly disagree	51.3	45.6	49.4	44.1	33.3	41.4	58.6	44.4	53.8	47.1	37.3	45.1	62.6	52.8	57.8
Faculty members should be free to present in class any idea they consider relevant (22-dd)															
Strongly agree	47.7	49.8	48.4	54.2	63.9	56.6	38.1	48.1	41.5	51.9	51.9	51.9	38.8	42.9	40.8
Agree with reservations	35.7	34.9	35.4	33.3	27.1	31.8	41.4	37.0	39.9	36.5	37.4	36.7	37.8	37.7	37.8
Disagree with reservations	10.7	10.0	10.4	8.5	5.7	7.8	12.9	10.9	12.2	7.9	6.7	7.7	14.3	12.3	13.3
Strongly disagree	5.9	5.3	5.7	4.0	3.2	3.8	7.6	4.0	6.4	3.7	4.0	3.7	9.1	7.1	8.1

Table 7 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected														
	All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
One should attempt to insulate one's academic work from one's personal values (22-ee)															
Strongly agree	6.3	5.5	6.0	6.3	6.2	6.3	6.4	4.2	5.6	4.6	3.7	4.4	5.4	5.5	5.5
Agree with reservations	20.2	16.7	19.0	18.6	13.6	17.4	23.9	20.2	22.7	17.3	16.2	17.1	21.2	16.8	19.0
Disagree with reservations	33.1	28.5	31.6	31.3	27.2	30.3	33.5	27.4	31.5	34.6	28.5	33.4	34.3	28.8	31.6
Strongly disagree	40.4	49.3	43.4	43.7	53.0	46.0	36.2	48.2	40.2	43.5	51.5	45.1	39.2	48.8	44.0
Some of the best graduate students in department drop out because they do not want to "play the game" or "beat the system" (22-ff)															
Strongly agree	9.0	11.1	9.7	9.8	14.1	10.9	7.0	11.3	8.4	7.6	8.7	7.8	9.0	9.0	9.0
Agree with reservations	20.1	20.0	20.1	19.7	21.3	20.1	23.4	19.1	21.9	19.5	20.3	19.7	18.8	19.4	19.1
Disagree with reservations	37.8	37.5	37.7	37.7	32.0	36.3	39.5	38.4	39.2	34.9	39.3	35.7	38.5	41.4	39.9
Strongly disagree	33.1	31.3	32.5	32.7	32.6	32.7	30.1	31.3	30.5	38.0	31.7	36.8	33.6	30.2	31.9
The doctorate is mainly a "union card," enabling one to get the kind of job he wants (22-gg)															
Strongly agree	17.2	16.6	17.0	18.1	18.8	18.3	17.8	16.1	17.2	12.8	11.3	12.5	17.0	14.8	15.9
Agree with reservations	37.2	33.5	36.0	38.3	35.4	37.6	39.1	35.0	37.7	36.8	41.2	37.7	33.7	32.1	32.9
Disagree with reservations	30.1	32.8	31.0	28.4	30.8	29.0	29.8	28.4	29.3	34.6	36.7	35.0	32.8	35.0	33.9
Strongly disagree	15.6	17.1	16.1	15.2	15.0	15.1	13.3	20.5	15.7	15.8	10.9	14.8	16.5	18.2	17.3

Table 7 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected: All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
The graduate program in department favors the bright, imaginative student (22-hh)															
Strongly agree	15.3	16.1	15.6	16.9	16.6	16.8	13.0	14.5	13.5	16.5	12.8	15.7	11.5	16.5	14.0
Agree with reservations	47.7	38.3	44.5	47.3	40.6	45.7	53.5	37.6	48.1	46.2	38.2	44.5	48.4	36.5	42.5
Disagree with reservations	29.5	33.4	30.8	27.7	32.3	28.8	28.2	35.2	30.6	29.1	31.9	29.7	32.5	35.0	33.7
Strongly disagree	7.6	12.2	9.2	8.1	10.5	8.7	5.3	12.7	7.8	8.3	17.1	10.1	7.5	12.0	9.8
Need for firm undergraduate background in English (38-a)															
Extremely important	57.4	72.3	62.5	53.5	70.2	57.6	64.4	72.4	67.1	61.8	64.9	62.4	55.9	73.5	64.6
Fairly important	35.8	24.1	31.8	37.6	25.0	34.5	32.3	24.8	29.8	32.0	31.0	31.8	38.2	23.3	30.8
Fairly unimportant	6.0	3.1	5.0	7.8	4.5	7.0	2.7	2.0	2.4	5.2	3.6	4.9	5.4	2.9	4.1
Extremely unimportant	0.8	0.5	0.7	1.1	0.4	0.9	0.6	0.8	0.7	1.0	0.4	0.9	0.5	0.3	0.4
Need for firm undergraduate background in mathematics (38-b)															
Extremely important	41.9	21.3	34.9	49.6	23.8	43.3	33.0	25.4	30.4	17.7	12.0	16.5	43.4	21.1	32.3
Fairly important	35.5	42.1	37.8	31.5	38.0	33.1	41.9	46.4	43.4	43.7	41.2	43.2	35.8	43.4	39.6
Fairly unimportant	17.9	27.5	21.2	14.5	27.0	17.5	21.4	22.1	21.6	30.2	35.1	31.2	16.6	26.7	21.6
Extremely unimportant	4.6	9.1	6.1	4.5	11.1	6.1	3.8	6.1	4.6	8.4	11.8	9.1	4.1	8.8	6.4
Need for firm undergraduate background in the physical sciences (38-c)															
Extremely important	30.0	15.7	25.1	34.7	17.9	30.6	21.8	12.6	18.7	23.0	11.0	20.5	27.4	15.9	21.7
Fairly important	35.3	39.9	36.9	33.1	35.0	33.6	41.3	47.3	43.3	36.2	33.8	35.7	34.8	41.9	38.3
Fairly unimportant	27.7	33.4	29.7	25.8	32.4	27.4	30.8	34.0	31.9	29.7	35.6	30.9	30.8	32.5	31.6
Extremely unimportant	7.0	11.0	8.4	6.4	14.7	8.4	6.0	6.1	6.0	11.1	19.7	12.9	7.0	9.7	8.4

Table 7 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected														
	All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Need for firm undergraduate background in the life sciences (38-d)															
Extremely important	17.6	23.6	19.7	17.7	22.7	18.9	14.8	25.4	18.4	29.4	22.4	27.9	11.5	22.9	17.2
Fairly important	37.9	44.8	40.3	35.9	38.8	36.6	47.9	50.0	48.6	33.1	40.5	34.7	39.0	47.8	43.4
Fairly unimportant	35.2	25.0	31.7	36.8	28.2	34.7	30.3	20.3	26.9	27.0	24.9	26.5	39.8	25.0	32.4
Extremely unimportant	9.3	6.7	8.4	9.6	10.3	9.7	7.0	4.3	6.1	10.6	12.2	10.9	9.7	4.3	7.0
Need for firm undergraduate background in the social sciences (38-e)															
Extremely important	30.0	45.6	35.4	28.4	42.2	31.8	36.5	53.0	42.1	33.8	52.9	37.9	26.6	45.8	36.2
Fairly important	42.5	43.3	42.8	37.4	41.9	38.5	48.3	38.8	45.1	49.8	38.1	47.3	46.3	44.7	45.5
Fairly unimportant	22.3	9.3	17.8	27.4	13.2	24.0	10.8	6.5	9.3	14.1	8.4	12.9	23.3	7.9	15.7
Extremely unimportant	5.2	1.8	4.0	6.8	2.7	5.8	4.4	1.8	3.5	2.2	0.6	1.9	3.8	1.5	2.7
Need for firm undergraduate background in the humanities (38-f)															
Extremely important	27.8	48.8	35.0	28.0	50.2	33.4	35.1	48.9	39.8	27.4	45.8	31.3	22.2	44.2	33.2
Fairly important	42.2	39.5	41.3	37.2	35.8	36.8	45.8	41.3	44.2	50.4	41.1	48.4	47.1	44.1	45.6
Fairly unimportant	24.5	9.9	19.5	27.6	11.6	23.7	17.2	7.2	13.7	18.9	11.5	17.3	25.4	10.5	18.0
Extremely unimportant	5.6	1.7	4.3	7.2	2.5	6.1	2.0	2.7	2.2	3.3	1.6	3.0	5.3	1.2	3.3
Need for firm undergraduate background in arts and music (38-g)															
Extremely important	9.5	20.3	13.2	10.2	23.0	13.4	12.8	21.9	15.9	6.4	12.2	7.6	7.6	17.3	12.4
Fairly important	26.0	44.8	32.4	25.8	37.2	28.6	27.8	45.2	33.8	26.9	37.4	29.1	22.1	51.1	36.4
Fairly unimportant	42.6	26.9	37.2	40.1	30.4	37.7	47.2	25.8	39.8	46.2	35.3	43.9	44.1	25.1	34.7
Extremely unimportant	21.9	7.9	17.2	23.9	9.4	20.3	12.2	7.1	10.4	20.5	15.1	19.4	26.2	6.6	16.5

Table 7 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected														
	All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Need for firm undergraduate background in a foreign language (38-h)															
Extremely important	14.8	23.3	17.7	21.2	37.4	25.2	11.1	20.3	14.2	5.8	11.3	7.0	8.3	15.7	12.0
Fairly important	28.1	33.7	30.0	33.1	32.4	32.9	22.1	33.5	26.0	23.1	29.1	24.4	22.7	35.6	29.1
Fairly unimportant	36.7	31.7	35.0	31.2	22.8	29.1	39.3	34.9	37.8	45.4	40.1	44.3	42.0	37.2	39.6
Extremely unimportant	20.4	11.3	17.3	14.5	7.3	12.7	27.5	11.3	22.0	25.8	19.5	24.4	26.9	11.4	19.2
Satisfaction with undergraduate education in foreign languages (39-a)															
Very satisfied	16.8	20.7	18.1	18.4	25.2	20.1	13.0	16.0	14.0	16.4	17.2	16.6	17.5	18.3	17.9
Satisfied	40.9	37.8	39.8	41.3	36.8	40.2	37.4	37.9	37.6	39.8	41.8	40.3	42.0	39.0	40.5
Dissatisfied	25.7	26.1	25.9	25.0	25.0	25.0	25.9	28.7	26.9	26.5	30.7	27.4	25.1	27.0	26.0
Very dissatisfied	16.6	15.4	16.2	15.3	13.1	14.8	23.7	17.4	21.5	17.2	10.2	15.7	15.4	15.8	15.6
Satisfaction with undergraduate education in ability to write and organize material (39-b)															
Very satisfied	20.6	26.8	22.7	22.4	35.4	25.6	25.1	31.1	27.2	24.2	26.8	24.8	15.4	21.7	18.5
Satisfied	50.6	46.4	49.2	51.0	43.6	49.2	43.5	42.8	43.3	52.7	49.4	52.0	50.8	47.5	49.2
Dissatisfied	24.0	20.8	22.9	22.5	16.0	20.9	26.2	21.5	24.6	18.5	20.0	18.8	27.6	22.3	25.0
Very dissatisfied	4.8	5.9	5.2	4.2	5.0	4.4	5.2	4.6	5.0	4.6	3.7	4.4	6.2	8.4	7.3
Satisfaction with undergraduate education in preparation in subject field (39-c)															
Very satisfied	26.9	29.5	22.8	28.2	30.4	28.7	29.5	32.1	30.4	28.9	24.0	27.8	22.2	27.2	24.7
Satisfied	52.5	47.8	50.9	49.1	43.7	47.8	52.2	46.3	50.2	55.9	57.3	56.2	56.3	50.7	53.5
Dissatisfied	17.1	18.5	29.7	18.7	21.5	19.4	14.9	18.0	16.0	13.0	17.1	13.8	18.0	17.2	17.6
Very dissatisfied	3.5	4.2	3.8	4.0	4.4	4.1	3.4	3.5	3.4	2.2	1.5	2.1	3.5	5.0	4.2

Table 7 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	All Groups Combined			Highest Degree Expected: Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Satisfaction with undergraduate education in general background of liberal education (39-d)															
Very satisfied	24.6	28.8	26.0	25.2	32.6	27.0	27.1	34.7	29.7	29.7	32.8	30.3	21.0	25.5	23.2
Satisfied	53.4	51.8	52.8	51.9	48.5	51.1	54.0	42.0	49.9	50.8	54.3	51.6	55.4	56.6	56.0
Dissatisfied	18.7	16.8	18.0	19.2	15.7	18.4	16.7	20.9	18.2	16.8	11.3	15.6	20.3	16.1	18.2
Very dissatisfied	3.4	2.6	3.1	3.6	3.2	3.5	2.2	2.4	2.3	2.8	1.5	2.5	3.3	1.9	2.6
Satisfaction with undergraduate education in ability to work on own (39-e)															
Very satisfied	35.0	40.2	36.8	34.9	46.2	37.7	36.4	47.1	40.0	39.9	38.6	39.6	31.9	36.3	34.1
Satisfied	50.7	46.2	49.1	48.4	39.4	46.1	51.0	40.8	47.5	49.3	49.0	49.2	55.5	51.6	53.5
Dissatisfied	12.0	11.7	11.9	13.3	12.4	13.1	10.8	10.6	10.8	9.2	11.0	9.6	11.2	10.6	10.9
Very dissatisfied	2.3	1.8	2.2	3.4	2.1	3.1	1.8	1.5	1.7	1.6	1.5	1.6	1.4	1.6	1.5
Satisfaction with undergraduate education in ability to do original work (39-f)															
Very satisfied	21.8	20.7	21.4	23.0	27.6	24.1	23.8	23.5	23.7	21.3	19.2	20.9	19.2	16.7	17.9
Satisfied	46.9	42.3	45.3	45.4	39.2	43.9	45.2	44.1	44.8	49.5	42.2	48.0	47.9	41.6	44.8
Dissatisfied	26.1	30.5	27.6	25.6	26.5	25.9	26.2	27.9	26.8	25.0	31.7	26.4	28.2	34.4	31.3
Very dissatisfied	5.1	6.5	5.6	5.9	6.7	6.1	4.8	4.5	4.7	4.2	6.8	4.7	4.7	7.3	6.0
Satisfaction with undergraduate education in general preparation for graduate school (39-g)															
Very satisfied	22.0	22.8	22.3	23.3	27.7	24.4	22.1	25.5	23.3	29.1	28.2	28.9	16.6	18.0	17.3
Satisfied	57.9	55.6	57.1	54.5	51.6	53.8	57.7	54.3	56.5	59.3	56.3	58.7	64.1	59.5	61.8
Dissatisfied	16.4	17.7	16.8	17.1	17.2	17.2	17.5	16.4	17.1	10.2	14.1	11.0	16.5	18.0	17.2
Very dissatisfied	3.7	3.9	3.8	5.0	3.5	4.7	2.7	3.8	3.1	1.4	1.4	1.4	2.9	4.5	3.7

Table 7 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected														
	All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Proper undergraduate role in decisions on faculty appointment and promotion (40a-1)															
Control	0.5	0.7	0.6	0.6	0.5	0.6	0.3	0.1	0.2	0.4	0.5	0.4	0.4	1.3	0.9
Voting power on committees	11.1	11.2	11.1	11.6	13.2	12.0	9.1	9.7	9.3	15.1	14.0	14.8	9.4	10.3	9.8
Formal consultation	20.9	18.9	20.2	22.6	23.4	22.8	15.9	19.3	17.1	25.9	23.6	25.4	18.1	16.8	17.4
Informal consultation	26.4	26.6	26.5	25.7	27.3	26.1	29.4	28.2	29.0	27.3	21.4	26.0	27.8	24.7	26.2
Little or no role	41.2	42.6	41.6	39.4	35.6	38.5	45.3	42.6	44.4	31.4	40.4	33.3	44.4	47.0	45.7
Proper undergraduate role in decisions on undergraduate admissions policy (40a-2)															
Control	0.6	0.4	0.5	0.8	0.7	0.8	0.2	0.3	0.2	0.5	0.3	0.4	0.5	0.3	0.4
Voting power on committees	13.2	13.9	13.4	15.4	17.7	15.9	14.5	13.2	14.0	14.9	17.0	15.3	7.8	11.6	9.7
Formal consultation	24.7	25.5	25.0	25.0	29.5	26.1	23.0	24.2	23.4	28.4	29.3	28.6	24.3	24.1	24.2
Informal consultation	27.8	27.6	27.7	27.8	24.8	27.0	27.8	29.8	28.5	26.9	24.3	26.3	29.1	29.8	29.5
Little or no role	33.7	32.6	33.3	31.1	27.5	30.2	34.6	32.4	33.8	29.4	29.1	29.3	38.3	34.1	36.2
Proper undergraduate role in decisions on provision and content of courses (40a-3)															
Control	1.3	2.0	1.5	1.4	2.4	1.6	0.9	1.6	1.1	1.6	1.7	1.6	1.3	1.3	1.3
Voting power on committees	24.8	28.9	26.2	25.8	32.1	27.3	24.4	27.8	25.6	32.6	34.8	33.0	20.9	28.2	24.6
Formal consultation	39.0	38.3	38.8	40.3	39.3	40.0	36.3	42.0	38.2	40.9	40.7	40.8	38.0	37.5	37.8
Informal consultation	25.5	23.3	24.7	23.5	20.6	22.8	29.6	22.7	27.2	19.5	20.9	19.8	29.9	23.3	26.6
Little or no role	9.4	7.6	8.8	9.0	5.7	8.2	8.8	5.9	7.8	5.5	1.9	4.7	9.8	9.8	9.8

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Table 7 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected														
	All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Proper undergraduate role in decisions on student discipline (40a-4)															
Control	13.4	11.5	12.8	15.4	15.6	15.5	13.1	8.9	11.7	17.7	17.3	17.6	9.5	9.3	9.4
Voting power on committees	40.6	46.0	42.5	43.7	50.1	45.3	39.8	51.2	43.7	45.8	44.9	45.6	35.3	45.3	40.3
Formal consultation	26.4	25.1	26.0	24.8	21.1	23.9	25.5	22.8	24.6	22.9	22.0	22.7	29.6	28.5	29.1
Informal consultation	12.0	11.7	11.9	10.4	8.9	10.1	15.2	10.4	13.5	8.6	11.7	9.3	14.3	11.6	13.0
Little or no role	7.5	5.8	6.9	5.6	4.3	5.3	6.5	6.7	6.6	5.0	4.0	4.8	11.2	5.3	8.3
Proper undergraduate role in decisions on bachelor's degree requirements (40a-5)															
Control	0.7	0.9	0.8	0.9	0.9	0.9	0.6	0.1	0.4	0.4	0.6	0.4	0.7	1.1	0.9
Voting power on committees	16.2	17.7	16.8	17.9	21.4	18.7	18.7	16.9	18.1	20.0	22.0	20.4	10.9	15.8	13.3
Formal consultation	32.5	33.4	32.8	33.2	37.7	34.3	28.8	36.0	31.3	35.7	34.4	35.4	31.9	31.9	31.9
Informal consultation	23.5	21.4	22.8	22.6	20.7	22.1	23.1	18.4	21.5	21.5	17.8	20.7	27.0	22.2	24.6
Little or no role	27.0	26.5	26.8	25.3	19.3	23.8	28.8	28.6	28.7	22.4	25.2	23.0	29.5	28.9	29.2
Proper graduate student role in decisions on faculty appointment and promotion (40b-1)															
Control	1.0	1.1	1.0	1.1	1.4	1.2	0.8	1.0	0.9	0.6	1.1	0.7	0.8	1.4	1.1
Voting power on committees	21.0	22.1	21.4	23.3	26.5	24.1	15.9	24.6	18.9	25.6	26.6	26.0	17.0	19.0	18.0
Formal consultation	27.8	26.1	27.2	28.9	29.7	29.1	26.7	24.4	25.9	32.1	26.1	30.8	25.6	23.8	24.7
Informal consultation	24.9	23.6	24.4	24.7	23.4	24.4	28.7	22.4	26.5	20.8	15.8	19.7	26.8	25.3	26.1
Little or no role	25.3	27.1	25.9	22.0	18.9	21.3	28.0	27.5	27.8	20.9	30.4	23.0	29.7	30.5	30.1

Table 7 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected: All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Proper graduate student role in decisions on departmental graduate admissions policy (40b-2)															
Control	0.9	1.3	1.1	1.1	1.9	1.3	0.6	0.9	0.7	0.8	0.8	0.8	0.6	1.3	0.9
Voting power on committees	21.0	24.6	22.2	23.2	29.5	24.8	23.6	27.2	24.8	23.8	28.3	24.8	14.7	21.5	18.1
Formal consultation	32.2	32.6	32.3	32.2	34.3	32.7	33.2	32.3	32.9	33.2	30.9	32.7	30.5	31.2	30.8
Informal consultation	25.6	23.3	24.8	25.3	19.5	23.9	24.8	22.5	24.0	22.9	26.2	23.6	28.7	25.3	27.0
Little or no role	20.3	18.2	19.6	18.2	14.8	17.4	17.8	17.2	17.6	19.3	13.7	18.1	25.5	20.7	23.1
Proper graduate student role in decisions on provision and content of graduate courses (40b-3)															
Control	3.7	5.6	4.3	4.2	6.4	4.8	3.0	5.7	3.9	3.8	4.2	3.8	3.0	5.9	4.4
Voting power on committees	40.2	44.6	41.7	42.9	51.2	44.9	40.2	47.6	42.8	48.9	54.6	50.1	34.2	40.7	37.5
Formal consultation	38.2	33.2	36.5	37.6	30.3	35.8	38.0	33.1	36.3	33.6	32.0	33.2	40.0	34.0	37.0
Informal consultation	14.5	12.4	13.7	12.7	10.3	12.1	14.6	11.4	13.5	11.1	8.2	10.4	18.7	13.0	15.8
Little or no role	3.5	4.3	3.8	2.6	1.8	2.4	4.2	2.2	3.5	2.7	1.0	2.4	4.1	6.4	5.2
Proper graduate student role in decisions on student discipline (40b-4)															
Control	18.2	17.4	18.0	20.0	22.2	20.5	18.3	20.4	19.0	25.7	23.2	25.2	13.9	13.6	13.8
Voting power on committees	36.4	40.7	37.9	38.3	42.6	39.4	35.1	42.4	37.6	40.2	42.2	40.6	31.7	41.0	36.3
Formal consultation	24.0	22.1	23.3	22.3	19.0	21.5	25.3	20.3	23.6	20.4	17.7	19.8	27.9	25.0	26.5
Informal consultation	12.4	11.3	12.0	11.6	9.0	10.9	12.7	8.3	11.2	8.5	12.6	9.4	15.1	10.8	13.0
Little or no role	9.0	8.5	8.8	7.8	7.3	7.7	8.6	8.6	8.6	5.1	4.3	5.0	11.4	9.6	10.5

Table 7 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	All Groups Combined			Highest Degree Expected: Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Proper graduate student role in decisions on advanced degree requirements (40b-5)															
Control	1.8	2.4	2.0	2.1	2.9	2.3	1.3	1.8	1.5	1.1	1.3	1.1	1.3	2.2	1.7
Voting power on committees	29.5	30.9	30.0	32.7	39.2	34.3	32.9	36.9	34.3	30.3	35.7	31.5	23.3	24.8	24.0
Formal consultation	36.6	35.6	36.3	36.9	34.5	36.3	35.1	32.0	34.0	37.9	33.5	36.9	35.5	38.3	36.9
Informal consultation	18.8	16.0	17.8	17.5	13.8	16.6	17.3	16.1	16.9	17.9	17.0	17.7	22.4	16.6	19.5
Little or no role	13.4	15.1	14.0	10.8	9.6	10.5	13.5	13.1	13.4	12.8	12.6	12.8	17.4	18.1	17.8
Union of graduate students (45)															
One exists; respondent a member	1.4	1.6	1.5	1.7	1.9	1.7	1.1	1.9	1.4	1.0	0.6	0.9	1.2	1.2	1.2
One exists; respondent not a member	4.7	3.8	4.4	6.6	5.8	6.4	3.8	3.5	3.7	2.8	5.3	3.3	2.8	2.3	2.5
One does not exist; certainly would join	10.1	8.6	9.6	12.8	12.6	12.7	12.3	9.0	11.2	6.1	9.2	6.7	4.5	5.9	5.2
One does not exist; probably would join	21.5	22.7	21.9	24.3	29.2	25.5	18.9	25.4	21.1	21.5	25.2	22.3	16.2	19.1	17.7
One does not exist; probably would not join	32.8	36.1	33.9	32.3	33.1	32.5	31.4	34.1	32.3	36.3	38.4	36.7	37.3	38.6	37.9
One does not exist; almost certainly would not join	29.4	27.2	28.7	22.4	17.4	21.2	32.5	26.1	30.3	32.4	21.3	30.1	38.0	32.8	35.5
Probability of participation in graduate student strike over campus issue (46)															
Definitely yes	11.4	10.2	11.0	13.8	13.8	13.8	13.8	9.3	12.3	10.0	13.3	10.7	6.1	7.5	6.8
Probably yes	34.6	35.4	34.9	37.2	40.4	38.0	29.5	36.3	31.8	38.5	41.9	39.2	32.2	32.9	32.5
Probably not	37.0	38.3	37.4	35.4	35.1	35.4	36.7	39.0	37.4	37.3	36.3	37.1	40.7	41.4	41.1
Definitely not	17.0	16.0	16.7	13.6	10.6	12.9	20.0	15.4	18.4	14.3	8.6	13.1	21.0	18.2	19.6

Table 7 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	All Groups Combined			Highest Degree Expected: Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Strike may in some circumstances be a legitimate means of collective action for faculty members (47-a)															
Definitely yes	32.5	28.4	31.1	37.2	36.0	36.9	36.9	25.8	33.2	31.2	36.8	32.4	23.6	24.0	23.8
Probably yes	34.3	37.6	35.4	33.8	36.9	34.6	31.5	36.9	33.3	37.0	36.9	37.0	36.2	36.6	36.4
Probably not	20.8	21.0	20.8	18.9	19.8	19.1	18.3	21.0	19.2	20.3	17.0	19.6	24.8	24.6	24.7
Definitely not	12.5	13.0	12.7	10.1	7.3	9.4	13.2	16.3	14.2	11.5	9.4	11.1	15.3	14.8	15.1
Strike may in some circumstances be a legitimate means of collective action for teaching assistants (47-b)															
Definitely yes	27.4	24.8	26.5	32.3	33.4	32.6	26.7	22.6	25.3	28.3	33.2	29.3	18.6	19.4	19.0
Probably yes	32.8	35.0	33.5	33.3	34.3	33.6	31.6	35.7	33.0	33.5	33.9	33.6	33.3	34.9	34.1
Probably not	24.8	25.3	25.0	22.4	23.1	22.6	25.1	25.1	25.1	25.2	22.2	24.5	29.0	29.8	29.4
Definitely not	15.1	14.9	15.0	11.9	9.2	11.2	16.6	16.6	16.6	13.0	10.7	12.5	19.0	16.0	17.5
Attitude toward the emergence of radical student activism in recent years (48)															
Unreservedly approve	4.4	3.9	4.2	6.3	6.2	6.3	2.3	3.3	2.7	4.3	4.3	4.3	2.3	2.4	2.4
Approve with reservations	34.0	36.3	34.8	39.5	47.1	41.4	26.3	32.9	28.5	38.8	46.1	40.4	27.1	29.5	28.3
Disapprove with reservations	38.2	39.8	38.8	35.3	34.8	35.2	47.9	42.7	46.1	35.2	32.9	34.7	39.6	42.6	41.1
Unreservedly disapprove	23.4	20.0	22.2	18.9	11.8	17.1	23.5	21.1	22.7	21.7	16.7	20.6	31.0	25.4	28.2

Table 8

General and Political Attitudes and Preferences of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected														
	All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
There are many things that can never possibly be understood by the techniques of science (54-a)															
Strongly agree	27.2	30.9	28.4	27.6	33.6	29.0	28.2	24.9	27.1	25.0	29.8	26.0	25.8	28.4	27.1
Agree with reservations	33.0	36.7	34.3	32.7	32.0	32.5	31.9	35.3	33.0	32.6	37.7	33.7	34.0	41.3	37.6
Disagree with reservations	28.3	24.4	27.0	27.7	25.2	27.1	29.7	29.1	29.5	29.7	24.2	28.6	28.3	23.0	25.6
Strongly disagree	11.5	8.0	10.3	12.0	9.3	11.3	10.2	10.7	10.4	12.7	8.2	11.8	11.9	7.3	9.6
It is all right to get around the law if you don't actually break it (54-b)															
Strongly agree	4.1	3.6	3.9	3.9	4.1	4.0	2.4	4.1	3.0	6.0	3.6	5.5	4.2	3.4	3.8
Agree with reservations	26.2	22.4	24.9	26.8	25.8	26.6	20.6	16.8	19.3	29.3	27.6	29.0	27.1	21.4	24.3
Disagree with reservations	42.8	39.9	41.8	44.1	43.9	44.0	40.9	42.2	41.3	42.8	38.2	41.9	43.2	38.4	40.8
Strongly disagree	26.9	34.1	29.4	25.2	26.2	25.4	36.0	37.0	36.3	21.8	30.6	23.7	25.5	36.8	31.2
Respondent is as strict about right and wrong as most people (54-c)															
Strongly agree	30.7	32.1	31.2	27.9	26.6	27.6	32.4	30.0	31.6	29.7	30.6	29.9	36.7	37.3	37.0
Agree with reservations	43.7	40.5	42.6	42.4	38.6	41.4	46.7	44.2	45.9	42.5	37.3	41.4	43.6	39.1	41.3
Disagree with reservations	19.1	20.0	19.4	22.1	25.7	23.0	15.2	17.5	16.0	21.4	24.9	22.1	15.5	17.5	16.5
Strongly disagree	6.5	7.4	6.8	7.6	9.1	8.0	5.7	8.3	6.6	6.4	7.3	6.6	4.2	6.1	5.2
Respondent enjoys reading poetry (54-d)															
Strongly agree	16.7	42.3	25.4	20.5	52.8	28.4	15.8	42.4	24.8	14.8	37.6	19.7	9.4	36.5	22.9
Agree with reservations	31.8	37.5	33.7	32.4	30.6	31.9	35.9	38.1	36.7	33.1	41.6	34.9	27.7	40.7	34.2
Disagree with reservations	29.1	14.2	24.0	27.9	12.2	24.1	29.3	13.7	24.0	31.1	15.0	27.7	30.3	16.2	23.2
Strongly disagree	22.5	5.9	16.8	19.2	4.4	15.6	19.0	5.8	14.5	21.0	5.8	17.8	32.6	6.6	19.6

Table 8 (Continued)

General and Political Attitudes and Preferences of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected: All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Respondent enjoys classical music (54-e)															
Strongly agree	35.5	51.1	40.8	41.4	62.6	46.6	34.1	52.4	40.3	30.8	50.1	34.9	24.6	42.3	33.4
Agree with reservations	37.7	35.4	36.9	35.9	28.6	34.1	39.3	33.7	37.4	39.6	33.6	38.4	39.7	42.1	40.9
Disagree with reservations	18.7	10.4	15.9	16.6	6.6	14.1	17.7	10.8	15.4	20.6	13.4	19.1	24.4	12.6	18.5
Strongly disagree	8.1	3.0	6.4	6.1	2.2	5.1	8.8	3.1	6.9	8.9	2.8	7.6	11.3	3.0	7.2
Respondent does a lot of serious reading outside field of study (54-f)															
Strongly agree	21.8	26.9	23.6	25.5	32.8	27.3	20.0	28.9	23.0	17.3	21.6	18.2	15.1	20.2	17.6
Agree with reservations	33.4	35.6	34.1	33.3	36.4	34.1	38.4	41.1	39.3	31.3	42.2	33.6	30.9	34.9	32.9
Disagree with reservations	33.4	29.0	31.9	31.9	24.6	30.2	31.4	26.7	29.8	37.1	27.6	35.1	37.4	33.5	35.5
Strongly disagree	11.3	8.6	10.4	9.3	6.2	8.5	10.1	3.5	7.8	14.3	8.6	13.1	16.6	11.4	14.0
Persons with a graduate education are no better than anyone else (54-g)															
Strongly agree	28.4	33.2	30.1	29.5	34.8	30.8	27.6	29.6	28.3	26.5	36.1	28.5	25.4	30.4	27.9
Agree with reservations	37.7	38.1	37.8	35.9	38.3	36.5	43.0	41.1	42.3	37.9	39.1	38.2	41.5	38.1	39.8
Disagree with reservations	27.1	23.9	26.0	28.1	22.6	26.7	23.5	24.9	24.0	28.9	21.1	27.2	25.9	27.3	26.6
Strongly disagree	6.8	4.8	6.1	6.5	4.4	6.0	5.9	4.4	5.4	6.7	3.7	6.1	7.1	4.2	5.6
There is too much concern in the courts for the rights of criminals (54-h)															
Strongly agree	16.6	11.1	14.7	12.2	6.1	10.7	21.2	13.1	18.4	12.1	8.1	11.2	22.4	13.2	17.8
Agree with reservations	30.6	27.4	29.5	26.7	19.9	25.0	36.1	25.0	32.3	23.8	19.0	22.8	38.4	32.4	35.4
Disagree with reservations	30.5	35.5	32.2	34.4	37.8	35.3	26.1	37.5	30.0	31.8	36.3	32.8	26.3	36.0	31.1
Strongly disagree	22.3	26.0	23.6	26.7	36.1	29.0	16.5	24.4	19.2	32.3	36.6	33.2	12.8	18.4	15.6

Table 8 (Continued)

General and Political Attitudes and Preferences of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected: All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Most people who live in poverty could do something about their situation if they really wanted to (54-i)															
Strongly agree	12.4	9.4	11.4	9.9	7.6	9.3	12.9	9.2	11.7	10.5	5.1	9.3	16.3	9.8	13.1
Agree with reservations	37.1	30.1	34.7	32.8	22.4	30.3	42.0	32.2	38.7	33.5	22.7	31.2	42.8	33.9	38.3
Disagree with reservations	33.4	38.1	35.1	36.5	40.0	37.4	33.0	37.9	34.7	36.3	35.5	36.1	28.2	39.8	34.0
Strongly disagree	17.1	22.4	18.9	20.8	30.0	23.1	12.1	20.6	15.0	19.7	36.6	23.3	12.7	16.4	14.6
Respondent basically dislikes large cities (54-j)															
Strongly agree	21.7	16.7	20.0	21.8	14.4	20.0	21.3	15.8	19.4	18.6	12.3	17.2	23.6	19.1	21.4
Agree with reservations	32.7	28.9	31.4	31.7	25.1	30.1	38.1	30.7	35.6	29.9	29.6	29.6	33.0	31.4	32.2
Disagree with reservations	29.2	31.2	29.9	29.5	33.5	30.5	27.8	30.1	28.5	33.0	29.3	32.3	27.8	29.7	28.7
Strongly disagree	16.4	23.1	18.7	17.0	27.0	19.4	12.8	23.5	16.5	18.8	28.8	20.9	15.6	19.9	17.7
Respondent has a pretty good idea when graduate education will be finished (54-k)															
Strongly agree	52.0	57.8	54.0	40.2	49.4	42.4	50.0	56.4	52.2	75.6	70.8	74.7	59.8	59.5	59.7
Agree with reservations	33.7	26.8	31.3	42.0	34.0	40.0	34.5	32.0	33.7	16.7	19.4	17.3	26.8	22.4	24.6
Disagree with reservations	9.4	9.0	9.3	11.6	10.8	11.4	10.3	7.7	9.4	5.3	4.6	5.1	9.0	9.8	9.4
Strongly disagree	4.9	6.3	5.4	6.2	5.9	6.1	5.2	3.9	4.7	2.3	5.2	2.9	4.4	8.3	6.3
When respondent talks with other graduate students, subject is usually about field of study (54-l)															
Strongly agree	18.0	27.4	21.2	14.9	20.9	16.4	22.6	32.9	26.1	21.8	28.3	23.2	19.2	28.9	24.0
Agree with reservations	50.9	47.7	49.8	51.2	50.7	51.1	50.3	48.4	49.7	51.6	47.4	50.7	48.4	44.6	46.5
Disagree with reservations	26.4	19.9	24.2	29.6	22.9	27.9	24.3	15.9	21.4	22.2	21.6	22.1	26.2	21.2	23.7
Strongly disagree	4.7	4.9	4.8	4.4	5.5	4.6	2.8	2.8	2.8	4.4	2.6	4.0	6.3	5.4	5.8

Table 8 (Continued)

General and Political Attitudes and Preferences of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected														
	All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Respondent would be happier if he hadn't entered graduate school (54-m)															
Strongly agree	2.1	2.7	2.3	1.9	1.7	1.9	1.4	2.0	1.6	1.6	4.6	2.2	2.2	3.6	2.9
Agree	4.9	6.4	5.4	4.3	5.0	4.5	2.6	3.2	2.8	4.9	6.5	5.2	6.5	8.1	7.3
Disagree	31.0	27.7	29.9	31.6	26.6	30.4	31.9	21.9	28.5	27.2	28.3	27.4	32.4	28.9	30.7
Strongly disagree	62.1	63.1	62.4	62.2	66.6	63.3	64.1	72.9	67.1	66.3	60.6	65.1	58.9	59.4	59.1
Respondent intends to remain in state after graduate education is completed (54-n)															
Strongly agree	23.6	42.0	29.9	13.7	26.5	16.9	24.7	38.3	29.3	25.2	36.8	27.6	37.0	51.0	44.0
Agree	25.5	22.8	24.6	22.3	24.6	22.9	32.6	25.2	30.1	25.1	24.7	25.0	28.9	21.2	25.1
Disagree	22.1	14.6	19.5	27.3	20.7	25.7	19.1	15.1	17.7	22.2	16.7	21.0	14.8	10.8	12.8
Strongly disagree	28.7	20.6	26.0	36.6	28.2	34.5	23.7	21.4	22.9	27.6	21.9	26.3	19.2	17.0	18.1
Respondent is basically conservative in religious beliefs (54-o)															
Strongly agree	15.1	20.3	16.9	12.2	12.9	12.4	15.6	21.5	17.6	12.5	13.5	12.7	20.1	23.7	21.9
Agree	29.0	25.9	28.0	23.2	18.5	22.0	40.1	25.6	35.2	25.8	23.9	25.4	33.7	29.6	31.6
Disagree	21.4	21.3	21.4	22.0	18.6	21.1	20.3	22.4	21.1	24.0	23.8	23.9	20.3	22.8	21.5
Strongly disagree	34.5	32.4	33.8	42.6	50.0	44.4	23.9	30.4	26.1	37.7	38.9	37.9	25.9	23.9	24.9
Think of self primarily as a scholar or scientist and not as a student (54-p)															
Strongly agree	7.8	4.3	6.6	9.8	5.4	8.7	7.1	4.5	6.2	3.1	3.2	3.1	4.7	3.0	3.8
Agree	25.8	15.6	22.3	31.1	22.7	29.0	29.0	16.7	24.8	14.6	10.7	13.8	18.4	12.4	15.4
Disagree	41.9	40.9	41.6	42.6	43.1	42.7	38.6	45.5	40.9	47.7	42.5	46.6	42.5	39.2	40.8
Strongly disagree	24.5	39.2	29.5	16.5	28.8	19.5	25.3	33.3	28.0	34.6	43.7	36.6	34.5	45.4	40.0

Table 8 (Continued)

General and Political Attitudes and Preferences of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected														
	All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
These days too much is heard about the rights of minorities and not enough about the rights of the majority (54-q)															
Strongly agree	16.9	13.6	15.8	12.0	7.7	10.9	17.8	14.6	16.7	12.5	10.2	12.0	25.4	17.3	21.3
Agree with reservations	32.3	27.9	30.8	29.4	22.4	27.7	36.9	27.5	33.7	29.6	21.1	27.8	37.2	31.2	34.2
Disagree with reservations	29.3	31.9	30.2	31.7	33.9	32.2	30.4	33.2	31.3	33.4	29.7	32.6	24.0	32.1	28.1
Strongly disagree	21.5	26.6	23.2	27.0	36.1	29.2	14.9	24.8	18.3	24.5	39.0	27.6	13.4	19.3	16.4
Where de facto segregation exists, black people should be assured control over their own schools (54-r)															
Strongly agree	17.6	21.0	18.8	19.9	23.7	20.8	11.7	17.7	13.7	16.5	30.5	19.4	15.7	19.5	17.6
Agree with reservations	42.4	41.8	42.2	44.2	42.7	43.8	43.4	44.3	43.7	43.8	38.4	42.7	41.1	42.2	41.6
Disagree with reservations	29.0	27.8	28.6	26.3	25.2	26.0	32.5	26.3	30.4	29.5	27.0	29.0	30.4	29.6	30.0
Strongly disagree	11.0	9.3	10.4	9.5	8.4	9.3	12.4	11.7	12.2	10.2	4.2	8.9	12.8	8.7	10.8
Racial integration of the public elementary schools should be achieved even if it requires busing (54-s)															
Strongly agree	16.4	18.2	17.0	19.5	24.8	20.8	12.1	15.5	13.3	18.1	21.9	18.9	10.9	15.4	13.1
Agree with reservations	28.1	29.1	28.5	31.0	32.9	31.5	32.8	27.0	30.8	28.5	28.3	28.5	21.5	26.9	24.2
Disagree with reservations	29.9	30.6	30.1	28.9	26.2	28.2	29.6	32.3	30.5	29.5	32.2	30.1	31.5	33.1	32.3
Strongly disagree	25.6	22.2	24.4	20.6	16.1	19.5	25.5	25.3	25.4	23.8	17.6	22.5	36.1	24.6	30.3
Meaningful social change cannot be achieved through traditional American politics (54-t)															
Strongly agree	11.0	13.4	11.8	11.9	13.8	12.4	7.6	12.9	9.4	8.7	10.1	9.0	11.5	13.2	12.3
Agree with reservations	24.7	27.8	25.8	24.8	27.4	25.5	28.1	27.4	27.8	19.6	29.4	21.7	24.3	28.3	26.3
Disagree with reservations	38.0	39.8	38.6	38.0	40.4	38.6	39.7	42.5	40.6	42.3	46.2	43.1	36.8	38.2	37.5
Strongly disagree	26.2	19.1	23.8	25.3	18.4	23.6	24.6	17.1	22.1	29.4	14.3	26.2	27.4	20.3	23.8

Table 8 (Continued)

General and Political Attitudes and Preferences of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected: All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
The main cause of Negro riots in the cities is white racism (54-u)															
Strongly agree	13.2	14.0	13.4	16.2	18.0	16.7	9.1	13.3	10.5	13.6	19.7	14.9	8.6	11.0	9.8
Agree with reservations	27.2	28.3	27.6	30.9	31.5	31.1	29.1	25.8	28.0	27.2	31.2	28.0	20.5	27.0	23.8
Disagree with reservations	37.6	36.0	37.0	33.7	34.5	33.9	39.7	37.7	39.0	35.9	32.8	35.2	43.2	36.3	39.8
Strongly disagree	22.1	21.7	21.9	19.2	16.0	18.4	22.1	23.2	22.5	23.3	16.4	21.9	27.6	25.6	26.6
Communist China should be recognized immediately by the U. S. (54-v)															
Strongly agree	31.1	26.4	29.5	37.1	37.2	37.1	25.3	21.1	23.9	34.4	32.6	34.0	20.4	21.0	20.7
Agree with reservations	32.4	29.2	31.3	32.6	30.6	32.1	30.5	31.6	30.9	32.7	31.9	32.5	32.7	27.7	30.2
Disagree with reservations	21.1	25.1	22.5	17.2	18.2	17.4	27.3	28.6	27.7	19.9	24.5	20.9	27.7	27.2	27.4
Strongly disagree	15.4	19.3	16.7	13.2	14.0	13.4	16.9	18.7	17.5	13.0	11.0	12.5	19.2	24.1	21.6
Hippies represent an important criticism of American culture (54-w)															
Strongly agree	19.9	23.8	21.2	23.9	32.5	26.0	13.5	18.3	15.1	21.8	25.1	22.5	14.5	18.1	16.3
Agree with reservations	35.7	37.0	36.2	37.0	37.5	37.1	39.4	38.0	38.9	39.0	44.0	40.1	34.0	36.8	35.4
Disagree with reservations	26.6	25.2	26.1	24.9	20.8	23.9	27.8	31.8	29.2	24.5	20.0	23.6	28.4	27.7	28.0
Strongly disagree	17.8	13.9	16.5	14.1	9.1	12.9	19.3	11.9	16.8	14.7	10.8	13.9	23.0	17.4	20.2
Marijuana should be legalized (54-x)															
Strongly agree	17.4	16.9	17.2	22.3	27.4	23.6	9.9	13.2	11.0	23.4	23.5	23.4	10.6	12.3	11.5
Agree with reservations	22.4	21.4	22.1	25.4	28.1	26.1	17.2	22.2	18.9	28.0	28.0	28.0	17.2	17.4	17.3
Disagree with reservations	22.0	19.5	21.1	21.1	17.9	20.3	23.4	17.5	21.4	20.5	17.1	19.8	24.1	21.3	22.7
Strongly disagree	38.2	42.2	39.6	31.1	26.6	30.0	49.5	47.0	48.7	28.1	31.4	28.8	48.1	48.9	48.5

Table 8 (Continued)

General and Political Attitudes and Preferences of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected: All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Realistically, an individual person can do little to bring about changes in our society (54-y)															
Strongly agree	12.6	11.7	12.3	13.5	11.6	13.0	12.0	10.8	11.6	11.1	8.6	10.5	12.2	12.4	12.3
Agree with reservations	35.4	34.9	35.2	37.3	35.7	36.9	28.0	31.0	29.0	37.1	36.1	36.9	34.9	38.0	36.4
Disagree with reservations	34.7	37.6	35.7	33.9	36.0	34.4	36.2	37.2	36.6	35.9	40.2	36.7	35.3	36.3	35.8
Strongly disagree	17.3	15.8	16.8	15.3	16.7	15.7	23.8	20.9	22.8	16.0	15.1	15.8	17.6	13.3	15.5
The decline in moral standards among youth is a major problem in American today (54-z)															
Strongly agree	16.9	18.9	17.6	13.1	10.3	12.4	20.2	20.3	20.2	13.0	13.0	13.0	22.3	22.4	22.3
Agree with reservations	25.3	25.5	25.4	22.2	19.0	21.4	32.3	25.4	30.0	21.7	19.6	21.2	29.4	29.8	29.6
Disagree with reservations	33.2	31.7	32.7	35.1	34.2	34.9	28.8	31.4	29.7	36.7	35.8	36.5	31.5	31.5	31.5
Strongly disagree	24.5	23.8	24.3	29.7	36.5	31.4	18.7	22.9	20.1	28.7	31.6	29.3	16.8	16.3	16.5
Respondent interested in local politics (59-1)															
Extremely interested	20.4	20.4	20.4	17.2	15.7	16.9	30.0	23.9	27.9	22.4	24.3	22.8	19.4	20.5	20.0
Moderately interested	42.0	43.6	42.5	41.5	45.5	42.5	38.5	43.3	40.1	45.0	45.6	45.1	43.1	43.9	43.5
Only slightly interested	27.1	24.0	26.1	29.9	27.7	29.3	21.9	18.3	20.7	25.2	20.9	24.3	27.5	24.6	26.1
Not interested at all	10.6	12.0	11.1	11.4	11.0	11.3	9.6	14.5	11.3	7.4	9.2	7.8	10.0	11.0	10.5
Respondent interested in national politics (59-2)															
Extremely interested	42.4	38.2	41.0	45.3	41.2	44.3	41.8	34.9	39.5	48.3	44.4	47.3	35.4	37.0	36.2
Moderately interested	38.5	41.8	39.7	38.4	40.6	39.0	36.8	42.4	38.7	37.1	45.1	38.8	40.7	42.8	41.8
Only slightly interested	9.8	9.2	9.6	8.8	9.8	9.1	12.0	10.4	11.5	8.5	4.5	7.7	10.4	9.2	9.8
Not interested at all	9.2	10.8	9.7	7.5	8.4	7.7	9.4	12.3	10.4	6.0	6.0	6.0	13.5	11.0	12.2

Table 8 (Continued)

General and Political Attitudes and Preferences of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Highest Degree Expected														
	All Groups Combined			Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Respondent interested in a political career (59-3)															
Extremely interested	6.7	3.3	5.5	6.0	2.8	5.2	6.1	4.0	5.4	12.2	4.1	10.4	5.0	2.3	3.7
Moderately interested	13.8	7.8	11.7	13.6	10.3	12.8	14.8	7.7	12.4	19.9	9.5	17.7	11.0	6.3	8.6
Only slightly interested	24.4	13.2	20.5	24.2	15.5	22.0	30.7	15.5	25.6	23.8	18.7	22.7	22.5	10.9	16.7
Not interested at all	55.1	75.7	62.2	56.2	71.5	60.0	48.4	72.8	56.6	44.1	67.7	49.2	61.5	80.6	71.1
Current political inclination (60-a)*															
Left	7.2	5.4	6.6	10.9	9.8	10.6	3.3	3.9	3.5	7.1	7.9	7.3	2.9	2.8	2.9
Liberal	38.2	41.2	39.2	43.1	53.6	45.7	36.5	39.4	37.4	41.2	51.8	43.5	31.1	35.8	33.5
Middle-of-the-road	24.5	29.0	26.0	21.9	21.8	21.9	27.0	28.7	27.5	24.6	22.9	24.2	26.1	32.8	29.4
Moderately conservative	26.5	22.2	25.0	20.6	12.9	18.7	30.4	25.4	28.7	24.4	15.7	22.5	35.4	26.1	30.8
Strongly conservative	3.6	2.2	3.1	3.5	1.7	3.1	2.9	2.7	2.8	2.6	1.6	2.4	4.5	2.4	3.4
Father's political inclination (60-b)															
Left	1.2	2.3	1.6	1.4	5.2	2.3	0.5	1.2	0.7	1.3	2.5	1.6	0.8	1.3	1.0
Liberal	17.3	17.7	17.5	17.8	19.9	18.3	15.5	16.2	15.8	16.6	18.4	17.0	16.4	15.1	15.8
Middle-of-the-road	30.5	26.2	29.0	30.6	25.9	29.4	29.1	26.5	28.2	29.9	24.2	28.6	30.5	27.8	29.1
Moderately conservative	37.8	35.9	37.1	37.7	33.8	36.8	41.2	36.7	39.7	39.7	40.4	39.8	39.2	37.3	38.3
Strongly conservative	13.2	17.9	14.8	12.5	15.3	13.2	13.7	19.4	15.6	12.5	14.6	12.9	13.1	18.5	15.8
Candidate favored at 1968 Republican Convention (61-a)															
Nixon	38.4	33.8	36.9	33.3	22.6	30.6	48.1	40.3	45.5	32.9	23.3	30.8	46.3	39.2	42.8
Rockefeller	61.6	66.2	63.1	66.7	77.4	69.4	51.9	59.7	54.5	67.1	76.7	69.2	53.7	60.8	57.2

*Negligible percentages with multiple responses ignored.

Table 8 (Continued)

General and Political Attitudes and Preferences of American Graduate Students, by Sex and Highest Degree Expected
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	All Groups Combined			Highest Degree Expected: Ph.D.			Ed.D., D.A. and Other			First Professional			Subdoctoral, Nonprofessional		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Candidate favored at 1968 Democratic Convention (61-b)															
Humphrey	40.8	33.8	38.4	34.6	26.7	32.7	44.6	38.4	42.5	38.2	30.4	36.6	47.5	33.5	40.6
McCarthy	59.2	66.2	61.6	65.4	73.3	67.3	55.4	61.6	57.5	61.8	69.6	63.4	52.5	66.5	59.4
Presidential candidate voted for in November 1968 (62)															
Nixon	36.2	33.6	35.3	29.7	22.8	27.9	40.1	34.0	38.0	35.3	20.7	32.2	47.0	41.4	44.2
Humphrey	40.1	48.8	43.1	40.9	54.0	44.2	38.6	51.4	42.9	44.7	61.9	48.4	36.7	43.8	40.3
Wallace	2.4	0.9	1.9	2.8	0.8	2.3	3.0	0.9	2.3	1.5	0.7	1.3	2.0	0.4	1.2
Another candidate	2.9	2.5	2.8	4.8	3.8	4.6	1.4	1.0	1.3	2.3	2.6	2.4	1.1	2.4	1.8
Did not vote	18.4	14.3	17.0	21.8	18.6	21.0	16.8	12.7	15.4	16.2	14.1	15.7	13.1	11.9	12.5

Table 9

Percentage Distributions of American Graduate Students Among Academic Disciplines, by Sex

Academic Field or Department	Intended Major Field as Entering Freshman			Actual Undergraduate Major			Current Graduate Department			Field of Master's (Actual or Intended)			Field of Doctorate (Actual or Intended)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Agriculture and/or forestry	2.7	0.1	1.8	2.5	0.1	1.7	1.6	0.1	1.1	1.7	0.1	1.1	1.7	0.2	1.3
Architecture and/or design	1.0	0.2	0.7	0.5	0.2	0.4	0.5	0.2	0.4	0.6	0.2	0.4	0.2	0.1	0.2
Biological sciences (general biology)	4.9	3.7	4.5	4.3	2.8	3.8	1.5	1.1	1.4	0.8	0.9	0.9	0.5	0.7	0.5
Bacteriology, molecular biology virology, microbiology	0.3	0.3	0.3	0.4	0.3	0.4	0.7	0.8	0.7	0.8	0.7	0.7	1.3	1.9	1.4
Biochemistry	0.4	0.5	0.5	0.4	0.2	0.3	0.7	0.3	0.5	0.4	0.2	0.3	1.2	0.8	1.1
General botany	0.1	0.1	0.1	0.4	0.2	0.3	0.4	0.2	0.3	0.4	0.2	0.3	0.5	0.4	0.4
Physiology, anatomy	0.2	0.2	0.2	0.2	0.1	0.2	0.6	0.4	0.5	0.5	0.2	0.4	1.0	0.9	1.0
General zoology	1.9	1.0	1.6	2.4	1.0	1.9	0.7	0.5	0.6	0.8	0.4	0.6	0.7	0.7	0.7
Other biological sciences	0.5	0.3	0.5	0.5	0.2	0.4	1.1	0.5	0.9	1.7	0.6	1.3	2.6	1.2	2.3
Business, commerce and management	8.0	2.9	6.2	9.1	2.0	6.7	13.0	1.2	9.0	16.0	1.4	10.8	6.0	0.8	4.7
Education	0.8	2.4	1.4	0.4	1.3	0.7	2.1	3.8	2.6	1.2	3.0	1.8	1.6	2.0	1.7
Elementary and/or secondary	4.4	19.0	9.3	5.6	23.2	11.6	4.9	20.4	10.1	6.1	21.4	11.6	2.1	7.3	3.4
Foundations	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.3	0.2	0.3	0.2	0.3
Educational psychology and counseling	0.0	0.1	0.1	0.0	0.1	0.1	2.0	5.9	3.3	2.7	6.1	3.9	2.1	6.1	3.0
Educational administration	0.1	0.0	0.1	0.0	0.0	0.0	3.9	2.0	3.3	4.0	2.0	3.3	5.0	2.2	4.3
Other education fields	0.6	1.1	0.8	1.8	1.3	1.6	2.6	7.0	4.1	3.4	7.7	4.9	3.3	7.5	4.3
Engineering	2.1	0.1	1.4	0.3	0.0	0.2	0.4	0.0	0.2	0.2	0.0	0.1	0.3	0.0	0.2
Chemical	3.5	0.2	2.4	2.0	0.7	1.4	1.2	0.0	0.8	1.4	0.0	0.9	1.3	0.0	1.0
Civil	2.8	0.0	1.9	1.8	0.0	1.2	1.3	0.0	0.9	1.6	0.0	1.0	1.1	0.0	0.8
Electrical	8.1	0.1	5.4	6.0	0.1	4.0	4.3	0.1	2.9	5.1	0.1	3.3	3.9	0.1	3.0
Mechanical	4.7	0.0	3.1	3.4	0.0	2.3	2.1	0.0	1.4	2.5	0.0	1.6	1.6	0.0	1.2
Other engineering fields	3.6	0.1	2.4	3.0	0.1	2.0	3.4	0.2	2.3	3.5	0.2	2.3	3.3	0.3	2.6
Fine arts	0.1	0.2	0.1	0.1	0.2	0.2	0.1	0.3	0.2	0.1	0.2	0.2	0.3	0.4	0.3
Art	0.5	2.2	1.0	0.6	2.3	1.2	0.5	1.7	0.9	0.6	1.7	1.0	0.3	1.3	0.5
Dramatics	0.2	1.4	0.6	0.2	1.0	0.5	0.3	0.9	0.5	0.4	0.9	0.6	0.4	1.4	0.6
Speech	0.3	1.3	0.7	0.5	1.0	0.7	0.4	1.5	0.8	0.5	1.6	0.9	0.4	1.2	0.6
Music	1.5	3.3	2.1	1.5	2.6	1.9	1.3	2.1	1.5	1.5	2.2	1.8	1.4	1.9	1.5
Other fine arts	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.3	0.2	0.2	0.5	0.3	0.2	0.3	0.2

Table 9 (Continued)

Percentage Distributions of American Graduate Students Among Academic Disciplines, by Sex

Academic Field or Department	Intended Major Field as Entering Freshman			Actual Undergraduate Major			Current Graduate Department			Field of Master's (Actual or Intended)			Field of Doctorate (Actual or Intended)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Geography	0.2	0.2	0.2	0.4	0.3	0.3	0.6	0.3	0.5	0.6	0.3	0.5	0.5	0.7	0.6
Health fields	0.1	0.0	0.1	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Dentistry	1.0	0.1	0.7	0.3	0.0	0.2	1.9	0.0	1.2	0.7	0.0	0.4	2.3	0.1	1.8
Medicine	3.6	1.8	3.0	0.7	0.2	0.5	3.7	0.7	2.7	0.7	0.1	0.5	5.1	1.4	4.2
Nursing	0.0	3.3	1.1	0.0	2.6	0.9	0.0	1.8	0.6	0.0	1.6	0.6	0.0	0.5	0.1
Other health fields	0.8	1.2	0.9	0.7	0.7	0.7	1.1	1.4	1.2	1.0	1.2	1.1	0.9	0.8	0.9
Home economics	0.0	3.7	1.3	0.0	3.1	1.1	0.0	1.6	0.6	0.0	1.8	0.7	0.0	1.0	0.3
Humanities	0.5	1.0	0.7	0.1	0.2	0.1	0.1	0.3	0.2	0.1	0.2	0.1	0.1	0.3	0.2
English language & literature	3.0	10.6	5.6	4.9	12.9	7.6	2.7	7.9	4.4	3.1	7.8	4.8	3.3	9.4	4.8
Foreign languages & literature	0.2	1.2	0.5	0.3	0.8	0.5	0.2	0.6	0.3	0.2	0.4	0.3	0.3	0.8	0.4
French	0.3	2.4	1.0	0.4	2.5	1.1	0.2	2.0	0.8	0.3	2.4	1.0	0.3	2.5	0.8
German	0.1	0.4	0.2	0.4	0.9	0.5	0.3	0.7	0.4	0.3	0.7	0.5	0.3	1.2	0.5
Spanish	0.2	1.6	0.7	0.4	1.3	0.7	0.3	1.0	0.5	0.4	1.2	0.7	0.4	1.2	0.6
Other foreign languages (including linguistics)	0.3	0.6	0.4	0.5	0.7	0.6	0.6	1.1	0.8	0.6	1.0	0.7	0.8	1.9	1.1
History	4.4	3.5	4.1	6.2	5.3	5.9	3.1	3.0	3.1	3.6	3.2	3.5	3.7	4.2	3.8
Philosophy	1.3	0.4	1.0	2.0	0.7	1.5	0.8	0.3	0.6	0.8	0.3	0.6	1.1	1.0	1.1
Religion & theology	1.1	0.3	0.8	0.6	0.2	0.5	0.7	0.2	0.5	0.8	0.2	0.6	0.6	0.3	0.5
Other humanities fields	0.2	0.3	0.3	0.3	0.4	0.3	0.1	0.4	0.2	0.2	0.4	0.2	0.3	0.8	0.4
Journalism	0.8	1.4	1.0	0.4	0.6	0.5	0.3	0.4	0.3	0.3	0.4	0.4	0.1	0.2	0.2
Law	1.4	0.5	1.1	0.3	0.1	0.2	6.6	1.4	4.9	2.8	0.4	1.9	4.7	1.6	3.9
Library science	0.0	0.3	0.1	0.0	0.2	0.1	0.3	2.5	1.0	0.3	2.8	1.2	0.2	0.6	0.3
Mathematics and statistics	5.2	5.2	5.2	5.0	3.5	4.5	3.8	2.8	3.4	4.0	2.6	3.5	4.1	3.0	3.8
Physical & health education	1.2	1.8	1.4	0.0	0.0	0.0	0.9	1.2	1.0	1.0	1.2	1.1	0.8	1.3	0.9
Physical sciences	0.4	0.2	0.3	0.2	0.0	0.1	0.1	0.0	0.0	0.1	0.0	0.1	0.1	0.0	0.0
Chemistry	5.9	3.6	5.1	4.6	2.0	3.7	3.0	1.0	2.3	2.0	0.8	1.6	4.0	1.8	3.5
Earth sciences (including geology)	0.6	0.1	0.4	1.0	0.2	0.7	1.1	0.2	0.8	1.0	0.2	0.7	1.4	0.3	1.1
Physics	4.8	0.5	3.4	3.8	0.3	2.6	3.0	0.2	2.1	2.9	0.2	1.9	4.1	0.4	3.2
Other physical sciences	0.2	0.0	0.1	0.2	0.1	0.2	0.4	0.1	0.3	0.4	0.1	0.3	0.6	0.1	0.5

Table 9 (Continued)

Percentage Distributions of American Graduate Students Among Academic Disciplines, by Sex

Academic Field or Department	Intended Major Field as Entering Freshman			Actual Undergraduate Major			Current Graduate Department			Field of Master's (Actual or Intended)			Field of Doctorate (Actual or Intended)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Psychology	0.9	2.0	1.3	2.4	3.4	2.8	0.8	0.6	0.8	0.5	0.3	0.4	0.4	0.7	0.5
Clinical	0.4	1.0	0.6	0.5	0.7	0.5	0.6	0.7	0.7	0.7	0.7	0.7	1.8	2.6	2.0
Experimental	0.1	0.4	0.2	0.6	0.7	0.7	0.7	0.7	0.7	0.8	0.7	0.7	1.0	1.7	1.2
Social	0.2	0.4	0.2	0.3	0.2	0.3	0.2	0.3	0.2	0.2	0.2	0.2	0.4	0.9	0.5
Counseling and guidance	0.1	0.3	0.2	0.1	0.2	0.1	0.7	1.9	1.1	0.9	2.3	1.4	0.9	3.1	1.5
Other psychology fields	0.1	0.2	0.1	0.3	0.6	0.4	0.6	1.0	0.7	0.7	1.0	0.8	1.0	2.0	1.2
Social sciences	0.5	0.8	0.6	0.9	0.9	0.9	0.3	0.3	0.3	0.3	0.2	0.3	0.2	0.3	0.2
Anthropology	0.2	0.4	0.2	0.4	0.8	0.5	0.4	0.8	0.5	0.4	0.7	0.5	0.6	2.1	1.0
Economics	1.3	0.2	0.9	3.5	0.9	2.6	1.8	0.5	1.3	1.8	0.4	1.3	2.6	0.9	2.2
Political science, government	3.2	2.0	2.8	4.8	2.6	4.1	2.5	1.4	2.1	2.7	1.4	2.2	2.8	2.2	2.6
Sociology	0.5	2.4	1.2	1.4	4.4	2.5	1.0	1.1	1.0	1.0	1.1	1.1	1.3	2.1	1.5
Other social sciences	0.3	0.3	0.3	0.4	0.5	0.4	0.5	0.5	0.5	0.6	0.5	0.6	0.5	0.6	0.5
Social work, social welfare	0.0	1.4	0.5	0.1	0.8	0.3	1.2	3.9	2.1	1.3	4.4	2.4	0.6	1.6	0.8
All other fields	0.9	0.9	0.9	2.6	2.8	2.7	1.1	1.1	1.1	1.3	1.2	1.3	1.2	1.5	1.3

Table 10

Demographic and Background Characteristics of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Bioscience	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Sex (1)									
Male	77.9	95.4	44.4	98.0	47.4	83.5	62.1	41.0	90.2
Female	22.1	4.6	55.6	2.0	52.6	16.5	37.9	59.0	9.8
Race (74)									
Caucasian	89.6	94.7	93.9	85.3	96.2	90.7	93.8	95.1	96.0
Negro	2.2	1.0	4.6	1.1	1.3	1.3	2.6	1.4	2.6
Oriental	6.1	3.0	0.7	10.0	1.5	6.7	2.4	1.8	0.6
Other	2.0	1.2	0.8	3.5	1.0	1.3	1.2	1.6	0.8
Age (75)									
Under 22	1.2	0.6	1.4	1.4	1.7	2.3	1.4	7.1	2.0
22	8.1	6.1	5.9	5.8	10.4	11.5	9.2	11.5	15.4
23	16.9	9.4	6.8	9.4	11.3	11.4	10.6	9.2	19.1
24	11.3	8.2	7.4	9.5	11.8	11.4	10.2	6.6	20.7
25	12.4	7.7	6.2	11.2	8.1	13.0	11.1	7.9	12.2
26-27	19.2	16.2	11.9	19.6	14.7	20.9	16.4	12.4	13.1
28-29	12.5	14.1	7.5	12.3	9.1	10.1	10.6	6.5	7.0
30-34	10.7	18.9	18.5	19.1	13.0	12.0	13.6	12.2	7.1
35-39	3.8	8.2	12.5	7.3	7.5	3.9	7.0	11.4	1.5
Over 39	3.9	10.5	22.0	4.4	12.4	3.5	9.9	15.1	2.0
Citizenship (76)									
U. S.--Yes	89.2	92.2	97.4	79.7	96.1	89.0	93.9	95.4	99.0
U. S.--No	10.8	7.8	2.6	20.3	3.9	11.0	6.1	4.6	1.0
Have been citizen of another country	9.2	2.7	1.7	5.2	4.8	4.5	3.7	2.1	1.6
Have not been citizen of another country	90.8	97.3	98.3	94.8	95.2	95.5	96.3	97.9	98.4

Table 10 (Continued)

Demographic and Background Characteristics of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Bioscience	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Marital status (2)									
Never married	36.7	23.4	23.8	29.7	34.6	35.6	34.3	39.9	42.6
Engaged	3.4	4.2	3.4	3.9	5.5	5.5	4.6	5.5	6.8
Married once	56.3	68.1	66.4	64.0	52.2	55.8	54.5	48.2	48.1
Remarried	1.5	2.8	2.6	1.7	3.3	1.5	2.6	2.8	1.4
Separated	0.6	0.2	0.6	0.2	1.0	0.3	0.8	0.8	0.3
Divorced	1.4	1.0	2.6	0.5	3.0	1.0	2.7	1.1	0.7
Widowed	0.0	0.2	0.6	0.0	0.5	0.2	0.4	1.6	0.2
Number of children (3)									
None	70.3	52.7	48.7	57.3	65.6	68.4	65.1	65.0	79.2
One	13.4	17.1	12.3	14.7	10.7	14.9	12.7	9.3	11.5
Two	9.7	15.8	19.8	16.2	12.2	9.1	12.5	11.8	6.3
Over two	6.7	14.4	19.2	11.8	11.5	7.6	9.7	13.9	3.0
Adequacy of finances (55)									
Very adequate	15.0	24.5	16.4	23.5	16.8	20.5	19.6	17.0	20.4
Adequate	51.5	58.5	60.9	59.3	53.6	59.0	52.6	56.5	52.6
Inadequate	28.3	14.1	19.0	14.8	21.1	17.4	22.5	20.8	21.3
Very inadequate	5.3	2.9	3.8	2.4	8.5	3.1	5.3	5.7	5.7
Total family income (56)									
Less than $2500	13.2	3.7	4.0	5.1	9.1	6.8	7.8	7.1	8.8
$2500-2999	9.0	1.6	1.3	3.5	4.7	7.8	4.8	2.9	3.7
$3000-3499	8.7	2.1	1.4	4.8	5.4	9.8	4.9	4.2	4.7
$3500-3999	5.9	1.1	1.3	3.6	3.2	6.0	4.1	2.7	3.2
$4000-4499	4.7	1.3	2.7	4.3	3.5	5.3	4.2	3.1	3.9
$4500-4999	4.1	1.8	1.4	2.3	2.9	4.6	3.9	2.7	4.1

Table 10 (Continued)

Demographic and Background Characteristics of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Total family income (continued)									
$5000-5999	8.6	4.2	4.0	5.3	7.3	7.7	7.5	7.4	5.9
$6000-6999	6.7	3.3	8.2	4.8	7.7	6.1	7.4	5.2	6.9
$7000-7999	6.9	4.1	9.4	4.7	7.7	5.9	6.7	7.5	6.4
$8000-9999	12.4	9.3	14.5	11.1	11.7	11.2	12.3	11.3	9.5
$10000-11999	6.4	14.8	14.2	15.1	11.2	10.7	9.4	13.7	8.8
$12000 and over	13.4	52.7	37.6	35.3	25.7	18.0	27.1	32.1	34.3
Expenses during current term (57)									
Under $50	17.7	8.6	17.4	16.8	10.9	21.0	11.2	7.9	1.6
$50-99	14.4	10.0	19.3	12.3	14.7	16.2	12.4	11.9	1.0
$100-199	26.3	19.6	22.4	21.3	20.7	22.2	17.8	12.9	6.4
$200-299	10.1	14.2	12.7	12.8	14.1	10.5	13.0	11.8	9.0
$300-399	6.8	11.5	9.4	7.0	7.8	5.8	8.3	7.7	9.0
$400-499	4.8	7.1	5.8	6.3	7.1	6.1	7.4	6.7	6.6
$500-699	7.7	7.3	6.1	8.3	8.1	7.1	10.1	11.8	13.0
$700-999	3.9	7.5	2.6	7.3	7.4	4.2	8.3	8.4	18.1
$1000 or over	8.3	14.2	4.2	7.9	9.3	6.9	11.5	20.7	35.4
Sources of income (58-1)*									
Fellowship	30.4	6.9	7.2	19.0	19.7	25.6	26.8	29.0	12.7
Teaching/research assistantship	47.9	16.0	33.5	27.4	35.4	53.5	32.1	11.4	8.6
Nonacademic job	23.0	64.1	26.0	49.5	28.6	22.9	32.1	34.5	51.6
Spouse's job	33.9	22.4	39.5	22.3	35.0	30.0	32.3	32.0	32.3
Savings	18.4	23.1	22.9	17.8	23.0	19.1	24.7	28.8	38.0
Investments	8.1	18.1	7.9	9.5	8.6	8.5	9.0	10.4	17.4
Aid from family	16.4	14.7	9.5	9.4	21.2	13.1	18.4	22.4	45.0
Personal loan	3.4	3.7	2.9	2.7	5.3	2.8	4.7	6.1	6.6
Government or institutional loan	7.1	13.2	6.7	7.2	15.4	6.7	11.9	17.7	32.7
Other	12.6	18.4	25.6	14.9	17.6	11.3	16.6	21.7	14.8

*Multiple responses possible total may be greater than 100.

Table 10 (Continued)

Demographic and Background Characteristics of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Primary source, current year (58-2)									
Fellowship	22.9	3.3	4.7	12.8	13.5	18.5	20.1	24.3	3.5
Teaching/research assistantship	36.8	6.0	26.7	18.5	23.0	39.6	20.1	6.3	2.5
Nonacademic job	8.4	56.1	15.3	42.3	15.1	15.6	19.4	13.9	22.3
Spouse's job	19.9	9.5	26.6	9.5	24.9	16.1	19.1	25.6	24.2
Savings	1.1	3.8	5.3	2.8	3.6	1.2	3.5	2.7	6.5
Investments	0.4	1.8	0.4	0.4	1.3	0.4	1.0	0.5	2.4
Aid from family	3.2	6.8	3.0	2.3	6.2	1.7	4.1	9.3	22.7
Personal loan	0.3	0.8	0.2	0.4	0.6	0.1	0.5	2.0	1.1
Government or institutional loan	1.4	3.7	1.6	1.4	4.8	1.4	2.8	5.5	11.6
Other	5.8	8.2	16.2	9.6	6.9	5.3	9.5	10.1	3.1
Primary source since entering graduate school (58-3)									
Fellowship	24.0	3.8	6.2	16.9	15.5	22.9	23.0	29.7	4.9
Teaching/research assistantship	43.0	5.4	25.7	20.3	22.1	42.3	20.7	8.1	1.8
Nonacademic job	6.2	55.3	14.6	38.9	14.5	13.0	16.2	12.7	20.0
Spouse's job	13.9	7.9	23.0	7.0	23.5	11.7	15.6	18.9	19.6
Savings	1.4	4.5	4.7	2.8	3.7	1.9	4.7	3.4	4.8
Investments	0.4	1.3	0.4	0.4	1.0	0.5	0.9	0.4	2.9
Aid from family	3.9	8.2	4.4	3.3	8.3	1.8	6.4	8.0	30.6
Personal loan	0.3	0.5	0.3	0.5	0.6	0.2	0.5	0.8	1.0
Government or institutional loan	1.0	4.3	4.1	1.4	4.9	0.9	3.3	5.7	10.5
Other	6.0	8.8	16.7	8.5	5.9	4.8	8.7	12.4	3.8

Table 10 (Continued)

Demographic and Background Characteristics of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Religion in which raised (63-1)									
Baptist	5.7	5.1	5.7	3.7	5.5	4.2	4.3	5.7	4.7
Southern Baptist	4.2	3.0	3.1	3.6	3.2	3.1	2.3	4.7	3.8
Congregational	3.1	3.3	5.2	3.7	4.7	3.5	3.5	6.4	3.4
Episcopal	5.0	5.6	4.6	4.9	7.2	4.2	5.8	5.9	8.2
Jewish	7.5	15.5	12.1	9.8	12.0	10.3	19.3	10.5	22.3
Latter Day Saints	1.0	0.6	1.2	1.4	1.4	0.6	0.5	1.0	0.8
Lutheran (ALC)	4.3	3.8	4.1	4.3	5.1	6.4	3.9	6.4	2.2
Lutheran (Missouri Synod)	1.9	2.2	1.0	2.1	1.2	2.0	1.5	1.7	1.0
Methodist	13.4	9.2	18.4	10.5	12.9	13.0	12.0	13.8	10.1
Presbyterian	10.5	7.9	6.1	7.3	7.6	7.9	8.1	9.1	9.5
Quaker	0.4	0.0	0.2	0.0	0.3	0.2	0.4	0.2	0.3
Roman Catholic	25.4	30.6	25.6	23.7	23.9	25.1	22.2	22.4	23.4
Unitarian-Universalist	0.7	0.4	0.4	0.4	0.8	0.7	0.8	0.2	0.7
Other Protestant	7.5	5.7	7.7	6.4	7.0	6.2	6.3	7.0	4.9
Other religion	3.9	3.3	1.4	11.5	2.0	5.3	2.9	1.9	1.8
None	4.3	2.7	2.6	5.8	4.1	6.3	5.7	2.7	2.8
No response	1.3	0.9	0.5	0.9	1.0	1.1	0.5	0.2	0.3
Present religion (63-2)									
Baptist	1.9	2.7	4.7	2.1	2.1	2.7	1.7	3.1	1.4
Southern Baptist	2.7	2.2	2.2	2.5	1.4	1.8	0.8	2.4	1.3
Congregational	1.5	2.1	3.4	2.2	2.2	1.3	1.9	4.1	2.0
Episcopal	3.0	5.2	6.4	3.7	6.3	3.1	3.6	6.6	6.4
Jewish	5.3	13.2	10.3	8.1	8.4	7.3	12.9	9.4	17.0
Latter Day Saints	1.0	0.7	1.1	1.2	1.3	0.6	0.4	1.1	0.7
Lutheran (ALC)	3.0	2.9	3.6	3.3	2.7	4.4	2.4	4.5	1.6
Lutheran (Missouri Synod)	1.5	1.4	1.0	1.4	0.8	1.1	0.8	1.6	0.7
Methodist	8.7	6.6	12.4	7.8	6.4	6.7	5.8	12.3	5.9
Presbyterian	6.4	7.1	8.0	5.5	3.8	5.5	4.5	9.5	5.9

Table 10 (Continued)

Demographic and Background Characteristics of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Present religion (continued)									
Quaker	0.8	0.1	0.2	0.1	0.8	0.8	0.9	0.5	0.5
Roman Catholic	20.0	24.8	21.2	18.5	16.0	18.9	15.4	19.2	15.9
Unitarian-Universalist	1.7	1.3	2.6	1.2	3.1	2.2	3.7	1.8	1.6
Other Protestant	4.8	3.5	5.5	4.5	3.8	4.0	2.5	5.2	3.5
Other religion	4.0	3.4	1.2	9.5	2.8	4.5	2.6	1.2	1.9
None	27.9	18.5	11.8	22.7	31.0	30.2	35.2	13.2	27.7
No response	5.7	4.4	4.6	5.8	7.1	4.9	4.9	4.1	5.9
Attitude toward religion (64)									
Deeply religious	8.6	7.4	14.4	10.8	17.9	12.2	9.4	12.3	6.4
Moderately religious	50.0	54.4	61.7	49.8	42.9	43.4	41.3	59.9	44.5
Largely indifferent to religion	33.6	32.7	20.8	32.9	30.1	33.8	38.9	24.0	40.6
Basically opposed to religion	7.9	5.5	3.2	6.6	9.1	10.6	10.4	3.8	8.6
Lived while growing up (65-1)									
On a farm	16.7	5.3	12.1	8.0	7.8	8.9	7.3	12.2	5.0
In a small town	21.8	18.0	22.2	19.5	22.3	22.1	19.0	27.7	17.5
In a moderate-sized town or city	30.0	25.3	27.2	26.1	27.9	26.1	26.6	31.1	25.8
In a suburb of a large city	17.1	23.1	17.4	21.2	21.9	21.8	22.3	14.2	30.2
In a large city	14.5	28.4	21.0	25.3	20.1	21.1	24.8	14.9	21.5
Would prefer to live (65-2)									
On a farm	13.2	2.8	8.0	5.3	6.0	7.9	5.4	9.1	3.6
In a small town	16.6	7.2	12.8	11.1	10.4	12.4	6.3	10.5	5.1
In a moderate-sized town or city	40.0	30.5	38.8	36.3	34.3	36.4	35.6	37.4	31.0
In a suburb of a large city	23.1	43.5	29.1	36.4	25.9	30.7	27.0	30.4	35.0
In a large city	7.1	15.9	11.3	11.0	23.3	12.7	25.8	12.6	25.2

Table 10 (Continued)

Demographic and Background Characteristics of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Length of residence in state (66)*									
Grew up in state	32.7	49.1	62.3	34.9	43.5	34.0	41.4	41.5	55.1
First came to state as an undergraduate	9.2	13.7	14.1	11.8	17.6	8,2	12.9	19.2	13.1
First came to state as a graduate student	61.7	32.9	27.9	49.1	47.4	57.8	48.6	43.0	31.6
Spouse's education (68-1)									
8th grade or less	0.2	0.2	0.9	0.3	0.7	0.2	0.2	0.0	0.1
Some high school	0.8	1.5	2.1	1.7	1.3	2.5	0.9	0.8	0.3
Completed high school	10.0	19.8	15.0	18.4	5.8	11.0	8.9	16.2	5.6
Some college	21.3	29.7	22.0	28.2	16.0	23.5	22.0	23.8	25.4
Graduated from college	31.0	29.3	24.0	31.9	26.3	30.7	25.3	21.3	44.0
Attended graduate or professional school	15.6	11.9	16.8	9.9	19.3	16.0	18.2	17.3	13.9
Attained advanced degree	21.0	7.6	19.2	9.6	30.6	16.0	24.5	20.6	10.7
Father's education (68-2)									
8th grade or less	17.5	22.0	28.5	19.1	16.6	15.9	18.0	22.2	10.5
Some high school	11.9	15.3	17.1	14.0	12.9	13.0	14.3	16.8	9.0
Completed high school	20.2	19.8	20.2	22.0	19.7	21.9	18.4	24.1	18.9
Some college	13.1	15.3	12.4	13.7	16.3	15.3	16.1	12.4	17.6
Graduated from college	12.0	14.1	9.5	15.2	14.0	14.9	13.1	10.4	16.3
Attended graduate or professional school	5.4	5.1	4.2	5.5	6.5	5.7	6.3	5.4	7.5
Attained advanced degree	19.9	8.3	8.1	10.5	14.0	13.2	13.8	8.6	20.2

*Three dichotomies with different response rates; may not total 100 percent.

Table 10 (Continued)

Demographic and Background Characteristics of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Mother's education (68-3)									
8th grade or less	11.7	15.8	20.9	17.4	12.9	13.5	13.3	16.6	5.2
Some high school	11.3	14.2	17.0	14.0	12.3	12.2	13.1	10.9	8.7
Completed high school	31.5	36.2	30.0	37.2	28.3	37.4	33.9	30.3	31.8
Some college	15.6	14.6	15.3	15.7	19.0	15.2	15.5	20.8	20.9
Graduated from college	20.1	13.6	9.2	10.6	14.8	13.8	13.6	12.5	20.2
Attended graduate or professional school	4.2	2.5	3.8	2.7	7.2	3.0	4.7	7.2	5.1
Attained advanced degree	5.7	3.1	3.9	2.4	5.4	4.9	5.7	1.7	8.1
Father's occupation (69)									
College or university teaching, research, or administration	3.8	1.5	1.3	2.4	4.1	3.7	3.4	1.3	1.8
Elementary or secondary school teaching, administration	4.0	2.0	2.9	2.6	3.8	3.4	3.2	2.1	2.3
Physician	4.4	1.9	3.3	2.3	2.6	1.9	2.9	2.8	4.5
Lawyer	1.6	2.2	1.5	2.1	2.7	2.0	2.8	1.3	9.3
Other professional	15.6	7.1	6.3	13.9	11.0	14.1	10.7	9.1	10.6
Managerial, administrative, semiprofessional	15.6	24.0	13.7	17.1	18.8	16.9	17.1	15.3	21.8
Owner, large business	0.9	2.4	1.4	1.3	1.8	1.1	2.9	1.9	3.1
Owner, small business	10.6	18.7	16.4	17.1	16.3	13.2	16.5	12.4	17.3
Other white collar: clerical or retail sales	12.7	3.4	9.9	5.4	5.4	5.3	4.7	9.9	3.6
Skilled wage worker	5.4	5.3	6.5	6.2	6.6	8.5	6.2	6.4	5.8
Semi- and unskilled wage worker, farm laborer	12.9	16.7	20.9	15.0	14.1	16.1	16.6	20.5	8.8
Armed forces	5.5	7.4	9.0	7.1	6.2	6.7	6.4	7.6	4.3
Farm owner or manager	1.8	1.4	0.9	2.5	1.8	2.0	2.1	3.0	1.6
Other	5.1	5.9	6.0	4.9	4.9	5.0	4.5	6.4	5.2

Table 10 (Continued)

Demographic and Background Characteristics of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Parents interested in intellectual pursuits (70-a)									
Strongly agree	21.8	12.2	22.5	16.2	19.9	17.8	18.4	19.5	15.9
Agree	44.4	38.3	40.2	37.5	37.1	40.4	36.7	42.2	40.3
Disagree	26.9	35.6	28.9	36.3	30.9	32.7	32.3	31.3	33.1
Strongly disagree	6.9	13.9	8.5	9.9	12.1	9.2	12.6	7.1	10.7
Parents interested in cultural pursuits (70-b)									
Strongly agree	11.7	7.3	11.8	9.4	15.6	9.7	12.2	7.6	12.3
Agree	39.7	37.3	43.6	38.7	39.7	41.0	38.5	44.1	39.4
Disagree	41.5	41.8	35.8	42.6	32.8	40.2	37.0	39.5	37.7
Strongly disagree	7.1	13.6	8.8	9.3	12.0	9.0	12.3	8.8	10.7
Parents deeply religious (70-c)									
Strongly agree	24.2	17.6	21.6	16.0	21.2	17.4	17.0	16.9	16.7
Agree	31.7	35.7	37.9	36.0	33.5	35.0	30.9	36.6	34.3
Disagree	34.3	37.1	32.2	38.8	33.5	36.5	35.6	39.1	37.0
Strongly disagree	9.8	9.6	8.4	9.2	11.9	11.1	16.4	7.4	11.9
Parents interested in politics (70-d)									
Strongly agree	9.3	8.2	15.5	8.5	16.2	10.4	12.4	11.0	18.8
Agree	61.7	56.8	57.1	53.2	54.9	56.8	54.9	62.8	57.2
Disagree	23.6	30.0	23.4	32.9	23.6	27.8	27.8	23.1	20.9
Strongly disagree	5.4	5.1	4.0	5.4	5.3	5.0	4.9	3.0	3.2
Parents deeply concerned about their children (70-e)									
Strongly agree	75.7	65.3	72.5	66.0	70.4	68.7	65.3	69.2	73.2
Agree	21.2	28.5	23.8	30.6	25.4	27.4	28.9	28.4	22.5
Disagree	2.6	5.1	3.2	2.8	3.5	3.4	4.8	2.1	3.3
Strongly disagree	0.5	1.1	0.6	0.6	0.7	0.5	1.1	0.4	1.0

Table 10 (Continued)

Demographic and Background Characteristics of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Parents financially comfortable (70-f)									
Strongly agree	23.7	24.7	20.9	19.7	26.7	22.0	24.6	22.0	34.1
Agree	47.2	46.2	48.1	52.5	47.0	52.2	45.7	45.2	43.9
Disagree	24.5	22.1	22.3	22.7	18.5	20.3	22.5	27.5	17.1
Strongly disagree	4.6	7.0	8.7	5.1	7.7	5.6	7.2	5.3	4.8
Parents have high aspirations for respondent (70-g)									
Strongly agree	53.2	58.5	56.1	54.3	56.8	56.0	55.0	56.8	70.2
Agree	41.2	36.5	37.1	41.0	35.6	39.3	36.8	38.0	26.3
Disagree	5.0	4.4	5.7	4.2	6.2	4.3	7.1	4.8	2.5
Strongly disagree	0.7	0.6	1.1	0.5	1.4	0.4	1.2	0.5	1.0
Contacts with parents (71)									
Am living with parents	9.1	7.2	9.7	5.0	7.4	5.1	5.8	5.6	10.0
Once a week or more	28.8	32.6	38.9	27.3	33.9	31.3	32.8	34.6	37.3
Two or three times a month	36.2	30.1	24.4	36.3	32.2	35.1	33.4	35.9	34.7
About once a month	18.0	17.0	13.1	20.7	14.2	18.2	15.6	11.9	11.8
A few times a year	4.6	6.5	4.1	7.0	5.9	6.4	6.1	4.2	4.0
Once a year or less	0.6	1.3	0.7	1.1	1.2	0.7	1.2	0.7	0.6
Both parents deceased	2.6	5.4	9.2	2.7	5.3	3.1	4.9	7.2	1.5
Spent time in VISTA or Peace Corps (53)									
Yes	2.0	1.2	3.9	1.5	4.3	2.2	5.8	4.4	4.6
No, but plan to	1.5	0.5	0.5	0.8	1.2	1.2	1.3	0.6	3.1
No, but would like to	43.7	32.4	46.2	37.0	50.7	41.0	51.1	49.5	44.6
No, and wouldn't like to	52.8	65.9	49.3	60.7	43.8	55.6	41.9	45.5	47.6

Table 10 (Continued)

Demographic and Background Characteristics of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Hours a day watching television (73)									
None	19.0	9.3	8.2	12.2	22.7	17.7	17.6	17.4	12.3
About ½ or less	22.2	24.8	19.8	27.2	24.6	25.9	23.5	26.3	24.8
About 1	27.6	27.0	26.1	24.7	21.3	22.8	21.5	19.7	26.0
About 1½	11.0	12.7	13.4	14.5	11.0	11.9	12.9	11.5	13.7
About 2	13.0	17.2	18.1	13.8	11.8	13.5	15.0	13.7	15.1
About 3	4.9	6.5	10.1	6.0	6.0	6.3	7.3	8.7	5.9
Four or more	2.3	2.5	4.2	1.7	2.6	1.9	2.2	2.7	2.3
Attend a religious service (72-a)									
Once a week or more	29.8	29.4	40.1	28.3	28.7	27.4	19.5	33.1	15.2
Two or three times a month	10.6	8.9	12.1	9.5	8.2	9.3	9.8	13.6	8.3
About once a month	7.5	7.7	7.5	7.4	6.5	6.4	6.0	10.7	9.0
A few times a year	19.0	24.9	20.8	21.2	18.3	20.5	21.1	18.7	31.0
Once a year or less	33.0	29.1	19.4	33.6	38.3	36.3	43.7	24.0	36.5
Attend a concert (72-b)									
Once a week or more	0.5	0.4	0.4	0.5	3.9	1.3	0.6	0.1	0.2
Two or three times a month	3.7	1.8	4.3	3.0	8.1	4.6	3.9	4.2	3.0
About once a month	12.1	9.0	10.1	10.3	19.2	14.1	14.0	13.6	14.2
A few times a year	42.0	44.6	45.5	41.7	46.5	42.2	50.7	47.2	48.5
Once a year or less	41.7	44.2	39.6	44.5	22.3	37.8	30.9	34.9	34.1
Attend an "art" film (72-c)									
Once a week or more	0.8	0.9	1.0	0.8	4.3	1.4	1.9	0.1	1.1
Two or three times a month	5.1	3.0	4.6	4.4	11.7	5.3	9.5	3.3	6.5
About once a month	12.8	11.1	10.3	11.9	24.2	15.2	20.8	8.8	20.6
A few times a year	31.6	33.4	30.5	30.5	34.6	32.4	36.8	30.3	37.8
Once a year or less	49.8	51.6	53.5	52.4	25.2	45.7	31.0	57.5	34.0

Table 10 (Continued)

Demographic and Background Characteristics of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Attend a play (72-d)									
Once a week or more	0.2	0.4	0.2	0.3	0.9	0.2	0.2	0.0	0.2
Two or three times a month	1.3	2.1	2.9	1.5	5.6	2.2	2.9	1.5	2.5
About once a month	8.0	13.8	13.4	10.2	19.5	10.0	17.8	10.0	15.9
A few times a year	45.7	51.0	53.8	45.7	53.5	48.2	52.7	50.5	54.8
Once a year or less	44.8	32.6	29.7	42.3	20.5	39.5	26.5	38.0	26.5
Attend an art exhibition (72-e)									
Once a week or more	0.4	0.6	0.6	0.6	3.0	0.3	0.7	0.4	0.8
Two or three times a month	2.1	1.8	3.2	1.9	6.7	2.5	4.9	2.3	3.5
About once a month	11.4	9.2	10.7	9.8	19.1	11.2	14.3	7.0	13.1
A few times a year	43.5	41.9	44.1	39.0	48.3	43.6	49.9	45.2	49.3
Once a year or less	42.7	46.5	41.5	48.6	23.0	42.5	30.3	45.1	33.3
Attend an athletic event (72-f)									
Once a week or more	3.1	4.4	8.2	3.1	2.1	4.3	2.4	3.7	6.4
Two or three times a month	11.4	11.9	14.9	10.4	8.1	9.6	7.8	11.6	17.1
About once a month	16.9	22.4	16.1	17.9	12.0	18.9	15.8	18.2	24.3
A few times a year	36.4	41.5	36.2	39.8	34.5	35.5	36.5	35.2	35.0
Once a year or less	32.3	19.8	24.6	28.8	43.2	31.7	37.5	31.4	17.2

Table 11

Academic Progress of American Graduate Students in Terms of Degrees and Institutions, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Highest degree held (4-1)									
Ph.D.	2.4	0.2	0.2	1.7	0.4	1.3	0.6	0.6	0.3
First professional medical degree (e.g., M.D., D.D.S.)	1.4	0.0	0.1	0.1	0.1	0.1	0.2	6.6	0.3
First professional law degree	0.1	1.3	0.2	0.1	0.3	0.1	1.0	0.0	7.3
Ed.D.	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0
Other doctorate (except first professional)	0.2	0.1	0.1	0.0	0.1	0.0	0.1	0.0	0.0
Doctor of Arts or equivalent for doctorate without dissertation	0.7	0.2	0.4	0.4	1.2	0.6	1.0	0.0	0.1
Other first professional beyond undergraduate bachelor's	1.9	3.4	4.6	4.6	4.9	2.2	4.8	5.8	1.2
Master of Arts in Teaching	0.4	0.2	1.9	0.1	1.0	1.0	0.4	0.0	0.1
Master's (except first professional)	31.6	14.4	21.9	36.6	27.7	35.2	26.7	10.3	4.5
Undergraduate bachelor's	60.3	79.7	69.3	54.7	63.6	59.2	65.0	60.0	85.4
Less than bachelor's (A.A., etc.)	0.4	0.3	0.7	0.9	0.5	0.2	0.2	8.5	0.7
None	0.6	0.2	0.3	0.7	0.2	0.1	0.1	8.4	0.2
Highest degree working for (4-2)									
Ph.D.	53.9	9.4	7.4	36.2	29.9	57.7	34.2	8.3	0.3
First professional medical degree (e.g., M.D., D.D.S.)	2.0	0.0	0.3	0.0	0.1	0.0	0.2	9.5	0.1
First professional law degree	0.0	0.4	0.0	0.0	0.2	0.0	0.1	0.0	93.1
Ed.D.	0.3	0.1	8.8	0.1	0.6	0.3	0.6	0.3	0.0
Other doctorate (except first professional)	0.1	0.9	0.2	1.2	0.3	0.2	0.9	2.0	0.4

Table 11 (Continued)

Academic Progress of American Graduate Students in Terms of Degrees and Institutions, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Highest degree working for (continued)									
Doctor of Arts or equivalent for doctorate without dissertation	0.4	0.4	1.5	0.5	1.6	0.9	0.8	0.1	0.2
Other first professional beyond undergraduate bachelor's	2.0	8.9	10.1	5.1	4.9	1.5	12.5	12.5	1.2
Master of Arts in Teaching	0.8	0.1	8.4	0.0	5.2	2.5	1.8	0.0	0.0
Master's (except first professional)	39.2	78.1	58.5	52.8	54.2	35.0	46.5	51.1	3.8
Undergraduate bachelor's	0.5	0.4	1.2	1.9	0.6	0.3	0.4	15.5	0.0
Less than bachelor's (A.A., etc.)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0
None	0.7	1.2	3.6	2.1	2.2	1.5	2.0	0.7	0.9
Highest degree expected (4-3)									
Ph.D.	83.7	28.9	19.0	60.3	60.8	78.8	64.0	27.0	5.7
First professional medical degree (e.g., M.D., D.D.S.)	3.1	0.1	0.0	0.0	0.3	0.1	0.2	10.0	0.7
First professional law degree	0.1	3.1	0.4	0.6	0.6	0.1	0.7	0.1	66.8
Ed.D.	0.6	1.7	24.0	0.2	2.7	1.9	3.3	2.4	0.0
Other doctorate (except first professional)	0.9	3.4	1.1	2.9	0.8	0.8	2.5	4.9	6.7
Doctor of Arts or equivalent for doctorate without dissertation	2.5	3.2	4.5	1.9	6.2	2.0	3.1	1.6	1.9
Other first professional beyond undergraduate bachelor's	0.4	4.9	2.8	1.7	1.5	0.2	5.6	5.3	2.3
Master of Arts in Teaching	0.1	0.2	3.8	0.0	1.8	0.8	0.4	0.0	0.0
Master's (except first professional)	7.7	51.7	40.1	29.4	22.3	14.2	18.1	40.5	12.6

Table 11 (Continued)

Academic Progress of American Graduate Students in Terms of Degrees and Institutions, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Highest degree expected (continued)									
Undergraduate bachelor's	0.1	0.5	0.9	0.6	1.2	0.2	0.4	5.8	0.0
Less than bachelor's (A.A., etc.)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
None	0.6	2.4	3.4	2.3	1.8	0.8	1.9	2.4	3.2
Less than a baccalaureate (4-a)									
Now held	10.0	9.1	8.6	8.3	9.3	7.6	8.2	15.3	8.7
Working for	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.0
Neither	90.0	90.9	91.3	91.6	90.7	92.4	91.8	84.6	91.3
Undergraduate baccalaureate (4-b)									
Now held	89.7	94.8	87.0	86.5	92.0	91.2	91.9	73.8	96.5
Working for	0.7	0.4	1.3	2.2	0.7	0.4	0.4	14.9	0.3
Neither	9.6	4.8	11.7	11.3	7.3	8.3	7.6	11.4	3.2
First professional law degree (4-c)									
Now held	0.1	1.3	0.2	0.1	0.3	0.2	1.1	0.1	7.2
Working for	0.0	0.4	0.0	0.0	0.3	0.0	0.1	0.0	89.5
Neither	99.9	98.3	99.7	99.8	99.4	99.8	98.9	99.9	3.3
First professional medical degree (4-d)									
Now held	1.4	0.0	0.1	0.1	0.1	0.1	0.2	6.6	0.3
Working for	2.4	0.0	0.3	0.0	0.1	0.1	0.2	9.0	0.1
Neither	96.2	100.0	99.6	99.9	99.8	99.9	99.6	84.5	99.6
Master of Arts in Teaching (4-e)									
Now held	0.4	0.2	1.9	0.1	1.0	1.0	0.5	0.0	0.1
Working for	0.7	0.1	7.7	0.0	4.9	2.4	1.8	0.1	0.0
Neither	98.8	99.7	90.3	99.9	94.1	96.7	97.7	99.9	99.9

Table 11 (Continued)

Academic Progress of American Graduate Students in Terms of Degrees and Institutions, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Other first professional degree (4-f)									
Now held	2.0	3.5	4.6	4.7	5.1	2.1	4.8	6.2	1.4
Working for	2.2	8.7	9.2	4.9	4.7	1.5	11.8	12.1	1.6
Neither	95.8	87.7	86.2	90.4	90.2	96.3	83.4	81.7	97.0
Master's degree (4-g)									
Now held	33.9	14.6	23.1	38.7	30.3	36.9	29.1	12.0	5.9
Working for	37.9	72.8	54.4	50.4	52.0	33.6	44.6	47.4	5.2
Neither	28.2	12.5	22.5	11.0	17.8	29.5	26.3	40.6	88.9
Doctor of Arts degree (4-h)									
Now held	0.8	0.2	0.4	0.4	1.2	0.6	1.0	0.0	0.2
Working for	0.4	0.3	1.4	0.5	1.6	0.9	0.8	0.1	0.4
Neither	98.8	99.4	98.2	99.1	97.2	98.5	98.2	99.9	99.4
Ph.D. degree (4-i)									
Now held	2.4	0.2	0.2	1.7	0.4	1.3	0.5	0.5	0.3
Working for	50.8	8.9	6.7	34.3	28.3	54.4	32.0	7.8	0.2
Neither	46.8	90.0	93.0	64.1	71.3	44.3	67.4	91.7	99.5
Ed.D. degree (4-j)									
Now held	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0
Working for	0.2	0.1	8.1	0.1	0.6	0.3	0.5	0.3	0.0
Neither	99.8	99.9	91.7	99.9	99.4	99.7	99.4	99.7	100.0
Other doctorate degree (4-k)									
Now held	0.3	0.1	0.1	0.0	0.2	0.1	0.1	0.1	0.1
Working for	0.1	0.9	0.2	1.2	0.3	0.1	0.9	1.9	0.4
Neither	99.6	99.0	99.8	98.7	99.5	99.8	99.0	98.0	99.5

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Table 11 (Continued)

Academic Progress of American Graduate Students in Terms of Degrees and Institutions, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Expected to get degree now working for (5)									
This year	33.6	32.3	38.1	42.0	36.8	32.0	35.8	40.3	31.5
Within two years	42.8	40.3	34.1	35.8	39.1	35.9	40.7	38.9	41.3
Within three years	12.9	13.0	10.8	12.1	12.0	15.9	12.0	7.6	21.4
Within four years	6.6	5.4	3.6	4.3	4.1	6.3	4.7	1.0	2.9
Within five years	2.1	4.6	6.2	2.6	3.0	4.7	2.9	7.4	1.7
Six or more years	0.8	2.0	3.5	1.1	1.8	2.1	1.9	3.6	0.7
Don't expect to get it	1.1	2.5	3.6	2.1	3.1	3.1	2.0	1.2	0.7
Year of baccalaureate attainment (7-1)									
1955 or before	5.3	11.8	22.9	6.4	11.8	4.9	11.7	14.0	2.4
1956-57	2.6	3.9	5.1	3.3	2.7	2.3	3.1	2.7	0.9
1958-59	3.0	6.1	6.5	6.8	4.1	4.2	4.6	3.6	1.6
1960-61	5.7	8.2	8.4	9.2	6.5	6.7	6.0	9.2	4.4
1962-63	13.7	15.1	9.2	14.5	10.9	12.3	10.7	8.6	8.0
1964	9.3	8.2	7.2	10.3	7.4	10.9	8.7	7.3	4.6
1965	12.2	8.4	8.3	11.6	9.3	13.2	11.4	8.7	7.6
1966	13.3	10.1	8.9	11.1	11.5	14.2	13.8	8.1	23.6
1967	15.8	13.2	9.4	13.7	16.8	15.3	15.6	13.6	23.4
1968-69	19.1	15.0	14.2	13.1	19.0	15.9	14.5	24.2	23.5
Year or entry to graduate school (7-2)									
1955 or before	1.9	2.2	6.3	2.0	3.1	1.8	3.8	3.1	1.0
1956-57	1.2	1.2	2.8	1.5	2.0	1.7	1.7	1.1	0.6
1958-59	1.8	1.7	3.9	1.9	2.6	2.2	2.6	1.6	0.8
1960-61	3.1	2.3	5.3	5.8	4.1	3.8	4.0	3.3	1.6
1962-63	8.5	6.9	8.8	10.0	7.1	9.2	7.2	4.9	3.6
1964	9.3	5.7	6.5	9.3	7.6	11.1	6.6	3.9	2.2
1965	12.5	9.2	7.5	11.6	8.8	13.7	9.5	4.7	5.5
1966	14.3	12.5	11.5	13.2	11.7	14.7	13.6	6.4	26.6
1967	18.6	22.7	15.7	18.0	20.3	18.5	21.4	27.7	25.9
1968-69	29.0	35.6	31.6	26.7	32.6	23.3	29.6	43.2	32.3

Table 11 (Continued)

Academic Progress of American Graduate Students in Terms of Degrees and Institutions, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Year of entry to current department (7-3)									
Before 1956	0.5	1.0	3.3	0.8	1.3	0.7	0.9	3.2	0.1
1956-57	0.6	0.3	1.2	0.7	0.5	0.9	0.4	0.4	0.1
1958-59	0.6	0.8	1.9	1.2	1.0	0.9	0.6	0.4	0.3
1960-61	1.3	1.5	2.7	2.8	1.9	1.9	1.4	0.9	0.5
1962-63	4.8	4.2	4.7	5.5	5.2	6.4	3.9	2.4	1.3
1964	6.3	4.4	4.4	7.7	6.3	9.6	5.0	2.7	1.2
1965	11.4	9.2	6.2	11.9	7.4	13.7	7.7	5.2	3.7
1966	16.0	11.5	11.0	15.8	12.3	15.6	14.1	9.6	26.7
1967	23.0	24.8	21.4	20.7	25.0	22.0	25.6	27.4	27.7
1968-69	35.4	42.2	43.2	32.9	39.1	28.2	40.4	47.9	38.4
Institution entered as a freshman (9-1)									
Listed Ph.D.-granting	28.5	39.0	26.0	38.8	28.8	31.3	33.2	30.5	43.8
Unlisted private Ph.D.-granting	7.5	14.7	6.3	12.3	10.0	10.4	10.3	10.1	14.4
Unlisted public Ph.D.-granting	17.1	11.5	11.4	13.3	9.4	11.7	10.3	17.5	10.9
Other private (no Ph.D. program)	17.8	16.3	21.5	8.1	29.0	22.0	23.2	20.1	18.5
Other public (no Ph.D. program)	12.0	6.4	22.4	5.8	10.4	12.5	11.3	8.7	5.8
Junior or community college	8.5	6.3	9.8	5.4	9.1	4.2	7.0	9.1	5.8
Foreign institution	8.7	5.8	2.5	16.2	3.3	8.0	4.7	3.9	0.7
Baccalaureate institution (9-2)									
Listed Ph.D.-granting	34.0	41.3	27.9	44.7	33.5	33.3	37.1	43.3	47.4
Unlisted private Ph.D.-granting	7.2	14.7	6.8	11.5	9.7	10.5	10.1	10.9	14.3
Unlisted public Ph.D.-granting	19.5	13.5	14.2	14.7	11.6	12.9	12.3	15.2	13.1
Other private (no Ph.D. program)	17.4	16.5	21.9	7.2	27.1	21.3	22.0	16.5	16.9
Other public (no Ph.D. program)	13.6	8.6	28.3	5.7	15.4	14.1	14.0	10.8	7.7
Junior or community college	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Foreign institution	8.2	5.4	0.9	16.1	2.7	7.9	4.5	3.2	0.7

Table 11 (Continued)

Academic Progress of American Graduate Students in Terms of Degrees and Institutions, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Received bachelor's degree from current institution (10-1)									
Yes	20.7	23.2	33.0	25.0	27.0	16.4	20.3	24.4	24.5
No	76.4	72.5	62.1	70.6	67.5	80.5	76.5	59.3	72.8
Not applicable	2.9	4.3	4.9	4.4	5.5	3.1	3.3	16.3	2.7
Received master's degree from current institution (10-2)									
Yes	27.7	36.9	43.9	41.5	40.0	33.5	36.1	30.6	5.5
No	30.0	15.4	21.1	25.5	22.9	25.4	24.0	16.2	19.5
Not applicable	42.3	47.7	35.0	33.1	37.1	41.1	40.0	53.3	75.0

Table 12

Academic Progress and Experience of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Current enrollment status (7)									
Enrolled full-time	75.8	34.7	24.7	48.7	52.0	65.2	62.4	71.0	82.0
Enrolled part-time	18.0	55.8	62.2	42.2	37.5	27.6	29.1	24.0	13.0
Not enrolled	6.2	9.5	13.2	9.1	10.5	7.2	8.4	5.0	4.9
Number of colleges attended as an undergraduate (8-1)									
One	69.8	63.7	58.4	72.4	58.9	74.2	62.1	58.3	69.1
Two	23.1	26.1	26.2	22.1	26.3	20.0	26.2	30.6	21.0
Three	5.4	6.7	9.8	4.0	9.7	4.2	8.7	8.8	6.4
Four	1.3	2.7	3.1	1.0	3.2	0.9	2.5	1.6	2.0
Five or more	0.5	0.8	2.5	0.5	1.9	0.7	0.5	0.6	1.5
Number of colleges attended as a graduate student (8-2)									
One	68.0	75.5	58.9	66.7	63.5	67.6	66.4	75.8	82.0
Two	25.9	19.9	25.1	27.1	26.1	25.1	24.6	19.1	14.9
Three	4.3	3.6	11.3	5.4	7.4	4.8	6.7	4.2	2.5
Four	1.2	0.7	2.9	0.6	2.1	1.8	1.4	0.9	0.3
Five or more	0.6	0.2	1.8	0.2	0.8	0.7	0.9	0.0	0.2
Respondent's satisfaction with present institution (11)									
Very good place	46.9	49.0	49.4	48.2	48.7	47.7	42.4	56.9	54.5
Fairly good place	46.5	46.5	44.9	47.2	43.5	45.0	50.0	38.4	40.8
Not the place	6.5	4.5	5.8	4.6	7.8	7.3	7.7	4.7	4.8

Table 12 (Continued)

Academic Progress and Experience of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Departmental standards for admissions should be (12-1)									
Much higher	3.4	3.7	3.1	2.4	5.0	1.9	3.9	3.0	2.5
Somewhat higher	22.6	25.4	17.8	17.8	22.8	22.4	21.7	17.3	29.6
Left as they are	71.2	67.1	73.6	77.3	68.9	73.4	69.0	75.3	64.9
Somewhat lower	2.7	3.6	5.1	2.4	3.1	2.0	4.8	4.2	2.7
Much lower	0.1	0.2	0.3	0.2	0.3	0.2	0.6	0.1	0.2
Departmental standards for advanced degrees should be (12-2)									
Much higher	4.3	4.8	5.1	3.4	6.6	2.8	5.5	2.9	3.5
Somewhat higher	22.4	26.3	21.7	19.8	22.0	21.3	23.6	16.6	22.0
Left as they are	68.0	62.5	64.3	71.3	62.7	69.7	62.4	74.3	69.4
Somewhat lower	5.2	5.9	8.3	5.2	8.4	5.9	7.8	5.8	4.9
Much lower	0.2	0.5	0.5	0.3	0.4	0.3	0.7	0.5	0.2
Self-rating among graduate students in same department (19)									
Among the best	31.5	25.2	23.6	25.5	33.4	23.0	32.6	22.8	24.7
Above average	37.8	44.9	41.7	43.1	41.7	40.4	41.9	40.0	48.5
About average	29.5	28.7	33.9	29.7	22.6	33.4	24.7	35.7	25.0
Below average	1.2	1.1	0.8	1.7	2.2	3.2	0.9	1.4	1.8
Academic ability of fellow graduate students (20-a)									
Excellent	21.1	14.2	13.0	17.6	17.9	16.8	17.5	18.9	26.7
Good	62.1	63.2	63.1	64.8	59.7	61.5	59.9	65.1	56.8
Fair	13.9	18.7	18.0	13.8	17.1	18.3	18.8	11.5	14.1
Poor	0.9	1.5	1.8	0.9	1.8	1.3	2.0	0.6	1.8
Don't know	1.9	2.4	4.1	2.8	3.5	2.1	1.7	4.0	0.6

Table 12 (Continued)

Academic Progress and Experience of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Academic achievement of the faculty (20-b)									
Excellent	28.7	27.4	21.9	29.0	36.1	36.1	27.2	29.0	46.1
Good	49.2	43.1	54.5	47.0	43.3	45.4	45.6	45.9	38.9
Fair	16.7	21.9	16.9	17.6	15.6	12.8	20.6	17.3	11.0
Poor	3.8	3.4	2.6	3.0	2.2	2.8	4.1	3.3	2.8
Don't know	1.6	4.2	4.1	3.3	2.8	2.9	2.4	4.5	1.2
Variety of graduate course offerings (20-c)									
Excellent	10.7	18.4	10.7	19.9	10.5	16.3	10.3	11.2	19.1
Good	30.7	41.8	38.6	37.8	31.0	39.3	30.1	33.5	39.7
Fair	38.7	27.4	34.2	27.5	35.2	31.2	33.9	32.3	29.8
Poor	19.6	12.0	15.8	14.4	22.6	12.6	25.1	20.7	10.2
Don't know	0.3	0.3	0.7	0.4	0.6	0.6	0.7	2.2	1.2
Availability of faculty to graduate students (20-d)									
Excellent	38.1	17.6	21.1	27.7	30.1	36.7	27.6	30.2	28.2
Good	36.9	34.1	33.9	36.0	32.2	33.3	32.7	36.8	34.6
Fair	16.5	28.0	26.9	23.4	24.5	18.6	24.4	18.4	23.6
Poor	7.5	18.4	15.7	11.0	11.8	9.6	13.8	11.5	12.4
Don't know	1.0	1.9	2.3	1.8	1.4	1.8	1.4	3.1	1.2
Quality of classroom instruction (20-e)									
Excellent	9.9	9.2	6.1	10.8	12.7	10.2	6.3	6.7	17.3
Good	47.5	43.3	41.8	45.8	45.0	43.5	35.6	37.5	46.9
Fair	33.1	35.4	37.6	33.7	31.2	35.1	40.2	42.6	28.4
Poor	8.9	12.0	13.9	9.4	10.4	10.8	17.6	12.3	7.4
Don't know	0.6	0.2	0.5	0.3	0.7	0.5	0.3	0.8	0.0

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Table 12 (Continued)

Academic Progress and Experience of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Relevance of course content to future occupation (20-f)									
Excellent	16.6	22.3	13.1	19.2	22.2	20.2	14.6	21.7	30.3
Good	47.6	43.0	40.6	46.3	39.9	41.0	36.6	34.5	37.1
Fair	24.6	25.3	30.1	24.0	23.3	24.9	32.0	32.9	22.1
Poor	8.3	7.9	15.5	8.2	10.1	9.5	13.9	9.5	8.0
Don't know	2.8	1.5	0.7	2.3	4.4	4.4	2.9	1.4	2.5
Intellectual environment of department (20-g)									
Excellent	15.3	9.3	10.1	15.7	15.9	17.6	12.6	19.2	16.8
Good	42.6	41.0	45.2	42.8	40.6	41.7	36.6	40.0	39.9
Fair	31.4	34.4	33.9	30.6	29.0	28.1	34.0	30.2	30.0
Poor	9.9	14.4	9.5	8.8	13.0	10.6	15.9	9.7	12.9
Don't know	0.9	1.0	1.3	2.1	1.6	2.0	0.9	0.9	0.4
Academic reputation of department (20-h)									
Excellent	26.6	24.7	18.6	28.1	24.9	27.9	24.2	35.4	40.5
Good	41.4	36.2	42.6	41.1	39.9	39.2	38.6	39.0	40.4
Fair	19.6	23.8	24.3	19.3	18.9	20.7	21.6	13.8	14.6
Poor	5.4	5.9	4.9	3.9	4.5	4.7	7.1	3.7	2.5
Don't know	7.1	9.4	9.6	7.6	11.8	7.5	8.5	8.0	2.0
Personal relations with other graduate students (20-i)									
Excellent	26.3	17.4	21.9	19.7	25.0	23.4	24.2	29.5	28.4
Good	57.7	50.7	56.0	52.6	48.7	51.9	53.2	57.2	51.7
Fair	12.2	22.2	16.6	19.4	18.5	17.2	17.5	8.1	15.1
Poor	3.0	7.7	3.1	5.9	5.8	5.4	3.8	3.0	4.0
Don't know	0.8	2.0	2.4	2.4	2.0	2.0	1.3	2.1	0.8

Table 12 (Continued)

Academic Progress and Experience of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Boredom in class (23)									
Almost all the time	9.1	4.5	4.9	3.4	4.8	4.2	7.7	4.4	7.3
Fairly often	14.3	20.0	24.5	16.0	19.0	15.8	27.3	18.9	23.3
Occasionally	40.0	48.8	45.3	44.6	38.7	40.0	38.9	57.2	52.5
Almost never	19.7	22.9	18.5	24.8	23.7	20.1	16.0	14.9	16.1
Don't take classes	16.9	3.9	6.8	11.2	13.8	19.8	10.2	4.7	0.8
Recognition as good student by professors (24-a)									
Very important	49.9	41.6	45.2	43.6	58.2	49.8	51.2	44.5	35.4
Fairly important	46.0	49.7	46.9	48.4	38.1	44.9	44.1	49.8	52.0
Not important	4.1	8.7	7.9	7.9	3.7	5.3	4.7	5.7	12.5
Respect of fellow students for academic ability (24-b)									
Very important	37.4	30.5	29.9	27.0	35.6	32.6	33.8	34.6	35.1
Fairly important	53.4	51.8	55.0	54.8	49.1	53.6	54.7	55.6	53.3
Not important	9.1	17.7	15.1	18.2	15.3	13.8	11.5	9.8	11.6
Parents' approval of studies (24-c)									
Very important	11.1	10.1	14.4	7.6	9.2	9.4	5.9	16.2	12.2
Fairly important	41.3	33.7	38.0	36.6	33.0	35.9	32.9	43.4	44.2
Not important	47.6	56.2	47.5	55.8	57.7	54.6	61.2	40.4	43.6
Lack of interest will prevent completion of graduate work (25-a)									
Yes	10.8	5.4	5.1	7.6	5.5	6.0	5.6	3.0	3.1
Maybe	11.8	17.9	17.9	18.1	15.5	20.9	17.3	17.4	10.8
No	77.5	76.8	77.1	74.3	79.0	73.0	77.1	79.6	86.1

Table 12 (Continued)

Academic Progress and Experience of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Lack of finances will prevent completion of graduate work (25-b)									
Yes	8.9	4.6	8.9	8.9	9.5	6.8	8.4	7.2	2.5
Maybe	28.1	13.3	23.0	23.4	27.4	23.3	22.4	25.9	16.3
No	63.0	82.0	68.1	67.8	63.1	69.8	69.1	66.9	81.3
Job offer will prevent completion of graduate work (25-c)									
Yes	8.1	4.2	4.6	3.7	5.0	2.6	4.3	3.0	1.1
Maybe	14.8	21.5	18.8	19.4	24.0	17.7	21.3	13.9	9.5
No	77.1	74.2	76.6	77.0	71.0	79.7	74.4	83.1	89.4
Academic inability will prevent completion of graduate work (25-d)									
Yes	3.4	3.2	1.7	4.5	2.6	5.0	1.9	2.1	1.0
Maybe	19.2	12.9	15.0	17.5	12.9	23.5	13.1	17.0	9.6
No	77.4	83.9	83.3	78.0	84.5	71.5	85.0	80.9	89.4
Emotional strain will prevent completion of graduate work (25-e)									
Yes	4.0	2.2	4.8	4.5	5.3	5.0	4.9	3.8	1.6
Maybe	24.7	17.2	25.2	24.4	27.3	26.3	23.7	28.0	14.7
No	71.2	80.6	70.0	71.1	67.4	68.8	71.3	68.2	83.7
The draft will prevent completion of graduate work (25-f)									
Yes	6.4	3.4	1.4	6.1	4.7	8.3	5.0	2.4	8.7
Maybe	17.3	5.1	3.1	11.4	6.3	13.4	7.9	5.5	10.0
No	76.3	91.5	95.5	82.6	89.1	78.4	87.1	92.0	81.3

Table 12 (Continued)

Academic Progress and Experience of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Pressure from spouse will prevent completion of graduate work (25-g)									
Yes	1.0	1.6	2.9	2.2	1.2	1.0	1.7	0.5	0.3
Maybe	9.9	11.2	12.7	13.1	11.4	11.0	9.9	14.1	4.2
No	89.0	87.2	84.4	84.7	87.4	88.0	88.4	85.4	95.5
Informal contact with students (26-1)									
Once a week or more	44.5	31.1	29.2	34.9	39.0	44.7	49.6	52.1	62.9
Two or three times a month	14.7	10.3	11.4	13.6	14.1	13.2	13.5	14.3	13.9
About once a month	13.1	9.1	8.3	12.2	10.8	10.7	10.1	13.8	10.0
A few times a year	14.1	16.2	22.3	17.8	19.5	16.3	14.8	13.2	8.4
Once a year or less	13.5	33.2	28.7	21.5	16.6	15.1	12.0	6.7	4.9
Informal contact with professors (26-2)									
Once a week or more	12.3	3.1	5.1	6.6	6.4	9.4	8.0	6.0	4.1
Two or three times a month	9.4	6.2	6.0	7.6	9.2	10.2	12.9	8.6	10.2
About once a month	13.6	9.6	7.3	9.3	14.1	12.8	16.0	13.7	15.2
A few times a year	40.0	24.8	25.6	29.0	34.8	36.1	34.2	44.6	40.4
Once a year or less	24.8	56.2	56.0	47.5	35.5	31.5	28.9	27.0	30.2
Informal contact with nonuniversity people (26-3)									
Once a week or more	30.9	39.5	39.3	34.0	35.9	30.3	39.4	34.3	40.9
Two or three times a month	21.1	24.4	22.4	25.4	23.9	20.1	22.1	24.1	23.6
About once a month	19.4	18.8	15.3	18.6	16.2	19.4	16.2	19.8	17.0
A few times a year	19.7	10.3	14.0	14.6	16.7	19.7	15.4	16.4	13.3
Once a year or less	8.9	7.0	8.9	7.5	7.3	10.5	7.0	5.4	5.2

Table 12 (Continued)

Academic Progress and Experience of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Persons seen socially are also departmental graduate students (27)									
Almost all	7.7	4.8	2.6	4.1	6.9	8.3	7.3	7.4	14.4
Most	15.5	6.7	4.1	7.6	8.6	13.0	13.1	13.9	21.2
About half	18.4	8.1	6.6	12.2	11.1	16.1	15.0	14.7	20.1
Some	29.5	24.9	32.2	34.2	29.9	30.2	31.3	28.9	27.3
Almost none	28.9	55.5	54.5	41.9	43.4	32.4	33.3	35.0	17.0
Departmental professor available for personal advice (28-a)									
Yes	54.4	30.0	45.5	35.5	44.5	42.3	49.3	51.4	35.7
No	45.6	70.0	54.5	64.5	55.5	57.7	50.7	48.6	64.3
Departmental professor interested in helping find a job (28-b)									
Yes	70.8	34.9	51.1	45.1	58.3	62.8	60.8	63.4	40.4
No	29.2	65.1	49.0	54.9	41.7	37.2	39.2	36.6	59.6
Professor with whom respondent has most contact regards him as (29)									
Colleague	28.3	15.2	26.4	23.1	22.4	22.6	23.3	23.4	13.2
Apprentice	22.9	7.9	10.2	12.4	20.7	21.3	23.3	8.6	15.4
Employee	2.8	1.7	1.0	2.6	0.8	2.0	1.2	0.9	0.5
Student	32.9	30.1	28.6	35.7	35.9	37.4	33.0	43.6	41.5
No contact outside the classroom	13.2	45.1	33.8	26.1	20.2	16.7	19.1	23.4	29.5
Respondent has felt he doesn't know where he stands (30)									
Very often	18.2	9.7	12.8	9.4	16.9	14.1	14.5	13.7	18.5
Often	20.1	16.3	17.3	18.3	21.9	22.7	24.2	21.0	24.8
Occasionally	47.4	47.9	46.4	49.8	44.9	46.5	46.3	49.3	43.2
Never	14.3	26.1	23.5	22.5	16.4	16.7	15.0	15.9	13.5

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Table 12 (Continued)

Academic Progress and Experience of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Attention given to required courses (31-a)									
Completed	39.7	27.8	27.5	36.2	34.1	43.1	32.8	21.7	26.7
Very much	40.1	51.8	51.7	43.7	43.8	35.1	47.2	62.4	54.6
Some	12.2	13.8	13.4	13.5	13.6	13.1	12.6	12.2	12.2
Not much	5.4	4.0	4.0	3.8	3.2	5.0	4.0	1.6	4.1
None	2.6	2.6	3.4	2.8	5.2	3.7	3.4	2.1	2.3
Attention given to preparation for preliminary exams (master's or doctoral) (31-b)									
Completed	32.4	10.8	18.1	25.2	18.2	34.4	19.9	10.0	3.8
Very much	14.5	13.6	9.9	14.6	21.0	14.9	18.5	13.5	17.3
Some	19.1	14.3	15.8	13.7	18.5	15.7	16.6	14.2	14.9
Not much	15.1	13.8	12.0	13.0	14.4	13.1	12.3	11.4	10.9
None	19.0	47.5	44.1	33.5	28.0	21.9	32.8	50.9	53.2
Attention given to preparation for language exams (31-c)									
Completed	33.7	6.8	8.1	21.0	26.1	37.2	23.9	9.9	3.4
Very much	7.7	0.9	1.3	3.2	9.5	4.9	4.0	0.4	0.1
Some	9.5	1.5	2.1	5.5	10.9	9.0	6.1	3.2	0.2
Not much	8.0	2.4	3.3	5.2	8.2	9.2	5.5	2.8	0.7
None	41.2	88.4	85.2	65.1	45.2	39.6	60.5	83.7	95.6
Attention given to dissertation research (31-d)									
Completed	10.1	3.1	3.6	7.4	5.5	8.4	6.0	3.9	3.6
Very much	43.2	8.6	8.8	23.0	13.0	31.9	18.2	11.7	4.4
Some	17.1	9.9	9.8	15.2	14.4	12.5	16.3	12.1	4.8
Not much	8.3	7.7	6.5	8.4	10.7	8.6	10.9	5.4	3.2
None	21.3	70.7	71.3	46.0	56.4	38.6	48.6	66.9	84.1

Table 12 (Continued)

Academic Progress and Experience of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Attention given to writing of dissertation (31-e)									
Completed	4.9	2.6	1.9	4.2	2.2	3.6	3.1	2.2	3.3
Very much	12.5	7.6	7.7	10.3	9.6	10.3	10.9	8.0	4.7
Some	11.2	7.1	7.5	10.5	7.1	8.3	7.9	11.0	4.7
Not much	12.3	5.6	4.7	9.1	7.4	10.8	8.7	5.4	2.8
None	59.1	77.0	78.1	65.9	73.7	67.0	69.4	73.4	84.5
Undergraduate grade-point average (36)									
A or A+	6.8	4.1	3.2	11.1	8.7	13.9	7.2	5.2	4.2
A-	14.1	8.5	10.0	18.3	20.6	17.8	16.3	10.4	9.9
B+	22.3	18.9	19.8	22.0	27.0	22.2	23.6	28.2	21.2
B	18.4	19.6	18.9	16.7	18.3	17.1	18.9	24.4	20.1
B-	17.1	23.2	24.6	16.3	14.6	16.7	17.3	18.7	22.7
C+	17.9	20.5	19.2	12.7	9.6	10.2	13.7	10.0	17.9
C or below	3.4	5.2	4.3	2.7	1.2	2.1	2.9	3.1	3.9
Undergraduate member of fraternity or sorority (37)									
No	74.1	63.6	75.0	79.7	78.8	81.5	74.7	79.3	61.4
One year	5.0	7.5	5.9	4.1	5.6	4.5	6.3	5.7	7.6
Two years	12.1	11.0	8.7	7.3	7.2	6.2	7.8	7.4	10.4
Three years	8.9	17.8	10.4	8.9	8.4	7.9	11.2	7.5	20.6
Campus had student demonstrations (41)									
Yes	69.1	56.0	61.3	64.7	72.9	72.3	79.2	71.8	69.0
No	30.9	44.0	38.7	35.3	27.1	27.7	20.8	28.2	31.0

Table 12 (Continued)

Academic Progress and Experience of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Attitude toward most recent demonstration (42)									
Approved of the demonstrators' aims and methods	18.9	10.9	13.9	13.0	24.6	20.0	31.1	11.1	26.7
Approved of their aims but not their methods	28.5	22.5	25.9	24.7	26.4	27.0	29.0	25.5	27.5
Disapproved of their aims	29.0	43.2	34.2	39.0	22.5	30.3	19.1	34.4	26.2
Uncertain or mixed feelings	16.4	14.2	19.1	15.0	18.6	15.4	15.6	22.5	15.5
Indifferent	7.2	9.2	6.9	8.4	7.9	7.4	5.3	6.5	4.1
Role in demonstration (43)*									
Helped to plan, organize, or lead the protest	0.4	0.1	0.2	0.2	0.7	0.8	1.7	0.1	0.7
Joined in active protest with the demonstrators	2.1	0.5	0.8	1.0	4.2	2.0	6.3	1.0	4.2
Openly supported the goals of the protesters	8.1	4.3	5.6	4.7	12.6	9.0	16.7	6.0	15.5
Openly opposed the goals of the protesters	2.6	4.5	1.7	2.8	2.0	2.7	2.0	3.3	4.1
Tried to mediate in the protest	1.4	1.2	1.3	0.5	1.5	0.8	2.5	1.3	4.5
Was not involved actively in any way	87.3	90.9	92.1	92.0	82.2	86.8	75.8	90.5	75.4

*Percentages based only on those responding; a few multiple responses make total greater than 100 percent.

Table 12 (Continued)

Academic Progress and Experience of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Currently employed as (44-1)									
Part-time research assistant	22.7	4.0	2.6	17.6	4.9	17.2	12.8	5.0	7.3
Full-time research position	10.7	1.2	0.6	6.3	0.7	11.3	2.8	1.6	0.8
Part-time teaching assistant	23.6	2.9	4.0	7.8	17.1	24.7	11.4	3.0	0.7
Full-time position as teaching associate or teaching fellow	4.2	0.9	4.4	1.3	4.8	7.1	2.4	1.1	0.3
Full- or part-time faculty position as lecturer, instructor, acting assistant professor, etc.	4.3	4.1	6.7	3.2	8.5	5.2	4.9	2.7	0.7
Other academic position	5.4	2.4	18.7	2.5	8.8	4.9	6.3	6.6	1.5
None of these	29.1	84.5	63.0	61.4	55.2	29.5	59.5	80.0	88.7
Have been employed as (44-2)*									
Part-time research assistant	31.2	7.4	5.6	22.1	9.1	22.4	22.9	6.5	11.3
Full-time research position	12.1	2.0	1.5	10.1	1.5	10.2	6.5	2.2	2.2
Part-time teaching assistant	37.6	5.9	7.7	18.1	21.2	45.5	20.2	8.3	4.4
Full-time position as teaching associate or teaching fellow	5.7	1.1	2.7	2.3	5.8	9.4	3.1	1.0	0.8
Full- or part-time faculty position as lecturer, instructor, acting assistant professor, etc.	5.9	4.3	5.7	6.2	9.7	6.0	6.9	4.4	2.0
Other academic position	4.7	2.7	13.0	3.7	8.3	6.0	6.3	4.5	4.0
None of these	25.7	81.2	69.0	55.5	55.0	26.2	53.1	78.9	81.6

*Percentages add to more than 100 percent because of multiple responses.

Table 12 (Continued)

Academic Progress and Experience of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Hours a week devoted to studying (49-a)									
None	2.7	4.1	6.2	2.5	3.6	3.1	3.1	1.3	1.5
1-4	9.8	22.1	36.3	13.3	11.7	13.5	12.7	17.3	4.7
5-8	1.5	20.2	22.5	19.0	12.5	15.1	16.0	11.1	7.2
9-12	21.5	15.5	12.4	13.2	11.4	11.8	14.5	13.3	11.1
13-20	19.9	13.9	11.8	16.4	17.1	15.8	17.9	23.0	23.4
21-30	15.0	11.3	5.9	13.9	19.2	15.7	16.0	18.6	27.1
31-40	9.1	7.4	2.7	9.5	13.1	10.6	10.9	8.5	15.1
Over 40	10.4	5.5	2.4	12.3	11.3	14.4	9.0	6.9	9.9
Hours a week spent in class or required laboratories (49-b)									
None	14.9	9.6	14.7	15.2	17.3	19.1	14.9	4.0	2.5
1-4	13.2	31.9	42.6	28.2	24.7	22.7	21.5	17.3	4.8
5-8	15.2	26.6	20.4	22.4	23.8	21.9	21.3	7.7	6.3
9-12	17.7	15.0	11.9	17.3	21.3	19.6	24.0	15.9	24.2
13-20	23.0	13.9	8.2	11.2	8.7	8.0	12.1	26.0	61.0
21-30	6.3	2.8	1.9	3.2	2.1	2.4	4.2	17.7	1.0
31-40	4.5	0.2	0.3	1.5	1.3	2.1	1.8	7.8	0.1
Over 40	5.2	0.0	0.2	1.0	0.7	4.2	0.3	3.6	0.1
Hours a week employed in field of study (49-c)									
None	34.0	38.9	26.0	29.0	42.7	31.7	41.4	61.3	71.2
1-4	2.8	2.9	3.4	3.0	6.0	5.4	4.6	3.4	4.8
5-8	7.3	3.2	4.5	3.7	9.8	9.5	6.6	5.4	3.8
9-12	15.2	4.9	4.0	5.5	9.7	10.5	7.4	5.8	5.5
13-20	13.7	5.0	6.0	10.2	9.0	12.2	13.4	4.3	6.0
21-30	7.6	2.9	9.1	7.1	5.6	4.7	8.8	3.5	2.0
31-40	8.5	14.7	21.9	21.9	7.5	13.8	11.1	7.9	2.9
Over 40	10.8	27.4	25.2	19.7	9.6	12.1	6.8	8.5	3.7

Table 12 (Continued)

Academic Progress and Experience of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Hours a week employed otherwise (49-d)									
None	83.5	63.4	68.9	81.2	68.2	82.4	72.3	82.7	65.3
1-4	4.1	5.6	6.2	5.0	4.8	4.2	4.3	3.6	6.5
5-8	2.8	3.6	4.4	3.2	4.1	3.0	4.0	2.6	5.0
9-12	2.6	2.3	4.0	2.3	4.5	2.1	3.0	2.9	4.6
13-20	2.9	3.3	3.3	2.3	4.7	1.8	3.5	1.9	5.4
21-30	0.9	2.4	3.3	1.3	4.6	1.1	2.5	1.4	2.9
31-40	1.5	10.2	4.3	2.7	4.8	2.5	5.7	3.9	5.2
Over 40	1.6	9.2	5.6	2.1	4.4	2.9	4.7	0.9	4.9
Academic years not enrolled since entering graduate school (67)									
None	69.1	57.1	47.8	57.5	61.1	65.5	59.7	63.4	75.9
Less than one year	5.5	9.5	10.6	7.7	7.3	6.5	7.6	5.2	4.4
About one year	6.3	7.6	9.7	8.5	6.5	7.0	6.7	8.9	4.1
Two years	6.6	9.8	9.8	8.8	7.9	5.9	7.9	7.6	4.6
Three years	3.9	4.9	5.6	6.4	5.2	4.9	5.7	2.6	4.9
Four years	3.4	3.8	4.2	4.0	3.8	3.3	3.7	2.2	2.2
Five or more years	5.2	7.3	12.2	7.1	8.2	6.8	8.7	10.0	3.8

Table 13

Career Progress and Involvement of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Job plans on completion of graduate school (6)									
Already have a job	27.2	67.4	69.4	57.9	35.0	34.3	37.3	38.6	28.6
Presently looking for a job	12.1	10.2	10.6	12.1	15.7	11.8	13.3	12.3	13.2
Thinking seriously about where to go	26.8	14.2	11.0	15.6	24.9	21.7	25.8	26.4	38.1
Not seriously thinking about jobs	25.7	6.7	6.0	11.2	18.6	25.0	18.8	18.2	16.3
Not yet thinking about jobs	8.2	1.7	3.0	3.2	5.8	7.1	4.7	4.6	3.8
Subscriptions to academic or professional journals (15)									
None	31.2	25.9	19.5	21.3	35.4	31.3	28.6	13.6	27.7
One	24.1	25.6	23.0	25.7	28.3	27.0	26.4	31.0	34.6
Two	21.0	25.3	31.5	26.2	19.5	22.2	21.2	29.8	24.1
Three	11.5	10.7	14.3	11.9	9.0	10.2	11.8	14.2	8.4
Four or more	12.2	12.5	11.6	14.9	7.8	9.3	12.1	11.4	5.2
Professional activities (16, 17)									
Attended a meeting of an academic or professional society	74.3	67.8	77.1	79.2	66.8	71.2	72.7	87.2	58.1
Presented a paper at a meeting of an academic or professional society	26.5	9.2	7.7	18.7	7.1	18.0	12.0	14.7	4.1
Published an article in an academic or professional journal	32.3	9.1	6.6	19.2	8.1	23.4	14.4	12.0	16.4
Currently engaged in research possibly resulting in publication	78.1	18.7	21.5	49.6	36.7	56.7	42.1	28.0	19.3

*Multiple responses possible; total greater than 100 percent.

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Table 13 (Continued)

Career Progress and Involvement of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Decision to specialize in field (18)									
Don't intend to specialize	4.3	16.7	13.2	13.3	9.5	7.6	6.1	7.8	10.4
No decision yet	10.3	12.3	12.9	11.5	14.7	14.1	10.1	13.2	41.9
Have tentatively chosen speciality	44.9	35.3	35.1	39.9	38.4	40.0	45.2	42.5	37.0
Have definitely chosen speciality	40.6	35.8	38.8	35.3	37.4	38.3	38.5	36.6	10.7
Respondent would choose same discipline if he were to start academic training again (32)									
Definitely yes	38.9	37.3	37.4	32.0	42.5	37.3	42.0	37.0	49.2
Probably yes	45.8	42.1	40.5	46.6	40.2	43.9	41.4	40.3	41.9
Probably no	12.4	15.7	18.2	17.6	13.5	15.5	13.3	17.7	6.9
Definitely no	2.9	4.9	3.9	3.9	3.8	3.2	3.4	5.0	2.0
Would choose another field (33)*									
Very close to present field	53.8	36.6	40.8	40.0	42.3	41.1	49.3	55.4	37.1
Not close, but related	26.4	28.0	35.5	32.7	34.1	29.2	30.6	31.6	30.6
Quite different	19.8	35.4	23.7	27.3	23.6	29.7	20.1	13.0	32.3
Considered changing institutions to finish graduate work (34-1)									
Am changing	5.9	2.6	4.2	3.3	5.7	5.7	5.8	2.7	1.9
Considered it seriously	10.9	8.9	10.4	9.1	12.9	9.4	13.6	10.4	11.7
Considered it, but not seriously	20.4	18.1	18.6	23.3	22.1	21.6	23.3	15.8	21.4
Haven't considered it	62.9	70.3	66.8	64.3	59.3	63.3	57.3	71.1	65.0

*Item response requested of those answering "no" to previous item. Many others appear to have answered.

Table 13 (Continued)

Career Progress and Involvement of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Considered changing field (34-2)									
Am changing	2.3	2.1	2.7	2.2	1.9	3.0	2.3	1.3	1.1
Considered it seriously	6.0	6.2	8.5	7.4	8.6	7.4	8.8	5.2	4.9
Considered it, but not seriously	14.0	15.0	16.6	16.2	19.5	18.6	18.7	21.3	15.2
Haven't considered it	77.6	76.7	72.2	74.2	70.0	71.1	70.1	72.1	78.8
Considered quitting graduate school for good (35)									
Yes, and definitely decided to quit	1.0	1.3	0.8	1.2	2.1	1.7	1.3	2.2	0.9
Considered it seriously	16.1	10.0	12.8	11.2	15.4	13.3	15.0	13.3	6.7
Considered it, but not seriously	25.1	25.8	23.0	25.6	26.2	26.8	28.8	23.5	23.0
No	57.8	62.9	63.3	62.0	56.2	58.1	54.9	60.9	69.4
Occupations engaged in for six months or more (50-1)*									
Teaching at the elementary or secondary level	20.4	7.2	84.0	4.2	51.6	27.3	30.2	14.2	13.7
Teaching at the junior college level	5.4	2.7	3.1	2.1	5.7	5.6	4.1	4.8	0.8
Teaching at the college or university level	15.1	7.7	7.1	12.0	18.6	19.1	12.1	8.9	3.2
Full-time research at a university	20.5	1.6	1.1	8.7	2.2	12.4	5.2	5.3	2.4
Research with a nonprofit organization or institute not affiliated with a university	8.9	2.4	2.5	4.9	2.4	8.5	7.3	4.4	4.8
Research in industry	6.6	10.1	1.6	28.9	1.4	19.8	3.9	2.9	4.4
Self-employed professional practice alone	1.1	3.1	2.6	2.5	5.5	1.7	2.3	4.9	3.0

*Multiple responses possible; total greater than 100 percent.

Table 13 (Continued)

Career Progress and Involvement of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Occupations engaged in for six months or more (continued)									
Self-employed professional practice with partner(s)	0.6	2.0	0.5	1.1	1.1	0.7	1.5	1.8	2.2
Employed professional practice	6.3	22.0	7.7	39.0	9.5	10.7	20.6	45.9	17.8
Self-employed, business	2.2	5.8	3.9	2.7	4.5	1.8	3.4	2.1	6.9
Executive or administrator in government	2.2	7.1	1.3	3.0	1.5	2.3	7.3	5.2	6.7
Executive or administrator in education	0.7	2.7	11.6	0.5	2.3	1.0	3.3	1.7	2.0
Executive or administrator in private industry	1.2	35.9	2.3	5.8	3.5	2.4	4.4	3.8	10.5
Manual labor or factory work	31.5	16.0	13.0	15.8	17.2	20.7	18.0	13.9	25.3
Military service	14.2	30.8	11.6	18.5	10.4	14.0	15.7	11.5	25.8
Clerical or sales work	12.4	22.0	20.1	8.1	28.2	14.9	23.7	14.5	28.4
Other	18.2	16.1	14.5	11.9	20.5	15.1	22.7	22.4	28.0
Occupation respondent expects to enter on completion of graduate school (50-2)*									
Teaching at the elementary or secondary level	3.7	0.5	44.3	0.0	14.1	5.5	3.1	3.3	0.9
Teaching at the junior college level	3.2	1.3	4.0	2.0	11.9	4.8	4.7	2.0	0.4
Teaching at the college or university level	42.8	12.6	16.4	16.5	56.6	40.3	35.6	18.5	1.9
Full-time research at a university	15.6	0.1	0.6	2.6	0.6	7.7	2.6	2.3	0.1
Research with a nonprofit organization or institute not affiliated with a university	6.7	0.2	0.7	2.9	0.7	4.9	5.3	1.9	0.3

*Percentages based on those who gave one and only one response, as requested.

Table 13 (Continued)

Career Progress and Involvement of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Occupation respondent expects to enter on completion of graduate school (con't.)									
Research in industry	6.2	1.9	0.2	29.4	0.1	23.3	1.6	2.5	0.0
Self-employed professional practice alone	1.3	0.9	0.5	1.3	1.0	0.4	1.1	3.2	3.2
Self-employed professional practice with partner(s)	1.8	3.8	0.3	4.1	0.7	0.4	2.1	6.7	40.8
Employed professional practice	2.6	8.8	5.2	20.1	4.1	4.1	26.1	35.2	37.0
Self-employed, business	0.6	5.6	0.5	1.6	0.4	0.5	0.4	0.0	1.9
Executive or administrator in government	1.3	3.6	0.3	1.7	0.4	0.5	6.3	8.0	3.1
Executive or administrator in education	0.5	0.9	20.3	0.1	1.3	0.3	1.8	1.6	0.4
Executive or administrator in private industry	1.1	53.0	0.9	9.7	0.9	3.4	2.1	2.1	3.5
Manual labor or factory work	0.1	0.0	0.2	0.2	0.0	0.0	0.1	0.2	0.0
Military service	9.1	2.9	0.3	4.4	1.6	1.8	1.3	2.5	3.2
Clerical or sales work	0.2	0.2	0.1	0.1	0.0	0.1	0.3	0.0	0.2
Other	3.2	3.8	5.3	3.4	5.5	1.8	5.6	10.2	3.2
Interest in an academic career (51)									
Very interested	53.3	12.0	51.1	19.9	60.3	48.0	40.7	20.3	5.7
Fairly interested	34.5	24.7	29.3	36.5	27.5	30.6	31.0	35.4	25.6
Fairly uninterested	9.0	31.3	10.9	26.3	7.6	14.3	17.9	26.8	38.1
Very uninterested	3.2	32.0	8.7	17.3	4.6	7.1	10.5	17.5	30.6

Table 13 (Continued)

Career Progress and Involvement of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Primary interest in teaching or in research (52)*									
Very heavy interest in research	15.5	4.6	1.0	12.3	2.2	11.6	8.2	4.2	4.0
Interested in both, but leaning toward research	44.3	16.8	6.5	40.6	12.7	37.9	26.6	28.0	14.0
Interested in both, but leaning toward teaching	32.3	44.5	34.3	36.2	42.8	32.3	43.5	42.4	48.1
Very heavy interest in teaching	7.9	34.1	58.2	10.9	42.3	18.2	21.8	25.4	33.8

*Item intended only for those interested in academic careers.

Table 14

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Opportunities for higher education should be available to all high school graduates who want it (14-a)									
Strongly agree	45.2	42.7	52.2	43.6	50.2	46.7	53.3	49.4	51.5
Agree with reservations	42.7	40.3	37.6	39.7	36.7	39.0	33.9	37.7	34.4
Disagree with reservations	8.1	10.6	5.8	11.0	9.2	9.3	9.2	7.3	9.3
Strongly disagree	4.0	6.5	4.4	5.8	3.9	5.0	3.6	5.6	4.8
Most American colleges and universities are racist whether they mean to be or not (14-b)									
Strongly agree	7.3	5.0	7.5	5.6	12.6	9.5	15.6	6.3	9.7
Agree with reservations	26.8	21.7	26.0	22.1	32.3	26.1	32.9	28.3	30.1
Disagree with reservations	37.6	39.6	41.9	43.1	37.5	41.5	35.8	39.6	38.6
Strongly disagree	28.2	33.7	24.6	29.2	17.6	23.0	15.7	25.8	21.6
American colleges and universities must be destroyed before they can be reformed (14-c)									
Strongly agree	0.4	0.8	0.9	0.8	1.7	0.8	0.9	0.2	0.9
Agree with reservations	2.2	0.9	1.8	1.0	3.1	2.1	3.6	0.8	2.1
Disagree with reservations	9.1	5.7	10.1	8.9	16.3	11.2	18.4	9.9	11.3
Strongly disagree	88.3	92.5	87.2	89.3	78.8	85.9	77.1	89.2	85.7
The normal academic requirements should be relaxed in appointing members of minority groups to the faculty (14-d)									
Strongly agree	3.6	2.2	3.2	2.6	4.6	3.4	6.9	2.6	6.0
Agree with reservations	12.5	10.8	13.4	12.9	17.6	16.9	23.3	12.8	21.1
Disagree with reservations	25.4	25.5	24.2	26.1	28.0	29.4	31.2	25.1	29.7
Strongly disagree	58.5	61.4	59.2	58.3	49.8	50.3	38.7	59.5	43.2

Table 14 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
More minority group undergraduates should be admitted at institutions even if it means relaxing normal academic standards of admission (14-e)									
Strongly agree	9.6	5.9	8.8	6.5	13.0	11.5	21.0	6.7	19.9
Agree with reservations	26.8	25.6	22.8	25.0	31.7	30.8	36.5	22.6	35.7
Disagree with reservations	21.3	24.0	23.8	26.7	25.2	24.7	21.2	19.5	21.2
Strongly disagree	42.2	44.5	44.6	41.7	30.2	33.0	21.4	51.1	23.2
Student demonstrations have no place on a college campus (14-f)									
Strongly agree	11.0	19.2	19.3	14.9	6.8	9.8	5.7	12.4	6.5
Agree with reservations	23.4	24.5	24.1	26.1	17.0	18.7	12.5	27.5	17.5
Disagree with reservations	38.9	39.9	36.5	39.9	39.0	42.3	37.3	42.3	38.6
Strongly disagree	26.7	16.3	20.1	19.2	37.2	29.2	44.5	17.8	37.4
Students who disrupt the functioning of a college should be expelled or suspended (14-g)									
Strongly agree	35.9	53.4	45.0	49.5	28.3	37.7	21.2	45.8	29.3
Agree with reservations	36.4	28.5	31.7	30.5	32.4	33.0	29.3	30.0	34.7
Disagree with reservations	19.5	13.1	16.3	14.8	26.5	20.4	32.7	19.0	26.0
Strongly disagree	8.1	5.0	7.1	5.2	12.8	8.9	16.7	5.2	10.0
Most college officials have been too lax in dealing with student protests on campus (14-h)									
Strongly agree	24.1	41.5	35.0	33.4	20.9	23.8	14.1	29.5	20.5
Agree with reservations	37.3	34.9	33.5	35.9	27.0	34.3	24.7	38.9	32.1
Disagree with reservations	27.7	18.4	22.2	23.6	33.5	29.1	36.9	23.7	32.8
Strongly disagree	10.9	5.2	9.4	7.1	18.6	12.9	24.3	7.9	14.6

Table 14 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
College officials have the right to regulate student behavior off campus (14-i)									
Strongly agree	1.6	2.8	2.3	2.2	2.0	2.0	1.7	1.9	1.4
Agree with reservations	10.7	13.3	17.0	14.0	8.3	12.1	6.8	11.3	7.0
Disagree with reservations	26.1	35.2	35.2	33.4	22.8	26.4	20.4	30.8	27.8
Strongly disagree	61.6	48.7	45.5	50.3	66.9	59.5	71.2	56.0	63.8
Faculty unions have a divisive effect on academic life (14-j)									
Strongly agree	8.0	12.1	8.0	9.5	8.8	5.6	5.6	8.5	7.6
Agree with reservations	29.5	38.7	36.1	37.8	26.2	33.6	24.2	34.8	29.5
Disagree with reservations	49.1	39.8	37.9	43.2	41.7	43.8	46.2	44.1	46.3
Strongly disagree	13.4	9.4	18.1	9.5	23.4	17.0	23.9	12.6	16.6
Teaching assistants' unions have a divisive effect on academic life (14-k)									
Strongly agree	7.0	11.5	6.8	9.2	8.1	6.4	4.5	7.3	7.6
Agree with reservations	26.9	36.5	35.2	37.8	25.6	29.4	21.9	34.7	29.2
Disagree with reservations	50.4	42.2	39.3	42.3	42.6	45.3	48.7	43.9	46.6
Strongly disagree	15.8	9.7	18.7	10.7	23.8	18.9	24.9	14.1	16.6
College professors deserve more respect from the public than they now receive (14-l)									
Strongly agree	27.2	21.9	29.3	25.8	35.6	27.5	25.6	29.8	31.4
Agree with reservations	42.1	44.7	45.9	44.7	39.8	44.6	44.4	44.4	43.9
Disagree with reservations	26.4	27.4	19.4	25.4	19.3	23.4	24.3	22.3	20.6
Strongly disagree	4.3	6.0	5.4	4.2	5.4	4.5	5.8	3.5	4.1

Table 14 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
In graduate school to satisfy job requirements (21-a)									
Strongly agree	21.8	22.3	34.9	18.2	26.8	19.8	27.2	30.8	37.9
Agree with reservations	44.6	42.6	37.2	44.3	37.9	42.9	38.0	40.3	37.6
Disagree with reservations	17.3	17.4	12.5	21.1	16.6	18.6	15.7	13.7	14.3
Strongly disagree	16.3	17.7	15.5	16.5	18.7	18.6	19.1	15.2	10.2
In graduate school to continue intellectual growth (21-b)									
Strongly agree	65.0	51.2	60.6	57.6	73.7	61.3	66.0	61.5	48.8
Agree with reservations	32.4	41.7	34.9	37.8	23.1	33.9	31.1	36.2	44.0
Disagree with reservations	2.0	5.3	3.1	3.4	1.8	3.8	2.3	2.3	5.6
Strongly disagree	0.6	1.8	1.4	1.2	1.3	1.0	0.7	0.0	1.6
In graduate school to avoid the draft (21-c)									
Strongly agree	2.3	1.7	1.5	1.4	2.4	2.5	2.5	1.1	3.8
Agree with reservations	6.6	3.8	1.5	5.3	5.1	8.4	7.3	4.7	8.9
Disagree with reservations	10.3	4.6	3.6	8.9	7.2	12.6	7.0	7.5	13.8
Strongly disagree	80.8	89.9	93.4	84.3	85.3	76.4	83.3	86.7	73.6
In graduate school to get in a prestigious occupation (21-d)									
Strongly agree	14.5	25.3	14.8	17.6	11.8	15.2	14.6	20.3	30.6
Agree with reservations	38.5	47.5	38.2	46.1	33.6	41.3	39.7	42.5	49.6
Disagree with reservations	28.7	14.3	21.0	21.1	24.8	24.2	22.8	21.1	12.3
Strongly disagree	18.3	12.9	26.0	15.2	29.9	19.4	22.9	16.1	7.5

Table 14 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
In graduate school to increase earning power (21-e)									
Strongly agree	30.9	63.5	52.0	40.6	29.4	31.6	32.4	46.9	46.7
Agree with reservations	47.4	28.8	35.9	46.3	40.5	45.0	41.5	37.0	41.3
Disagree with reservations	11.9	3.9	5.4	8.7	13.2	13.8	13.1	7.7	6.7
Strongly disagree	9.8	3.7	6.8	4.4	16.9	9.6	13.1	8.4	5.1
In graduate school to prepare for an academic career (21-f)									
Strongly agree	57.1	12.9	40.1	22.3	54.2	43.4	38.8	23.7	8.0
Agree with reservations	28.9	20.1	34.7	29.4	30.0	32.6	28.2	30.9	16.4
Disagree with reservations	9.1	26.0	13.2	25.3	7.2	14.9	17.6	24.8	36.5
Strongly disagree	4.9	41.1	12.0	23.1	8.7	9.3	15.3	20.6	39.2
In graduate school to find self (21-g)									
Strongly agree	6.1	3.8	8.2	5.5	9.8	6.0	7.2	6.7	4.2
Agree with reservations	22.2	14.5	20.5	16.5	25.3	18.9	25.9	18.4	18.6
Disagree with reservations	28.4	21.0	22.5	22.2	21.2	25.2	25.7	23.9	24.1
Strongly disagree	43.3	60.7	48.8	55.8	43.6	49.9	41.2	51.0	53.2
In graduate school to see whether particular field of study is congenial (21-h)									
Strongly agree	4.3	2.4	4.8	3.1	5.0	4.5	5.0	6.9	7.7
Agree with reservations	17.7	14.4	20.4	13.8	17.3	16.6	18.3	17.8	26.8
Disagree with reservations	23.9	22.8	21.2	24.5	20.8	25.8	26.0	21.0	26.4
Strongly disagree	54.1	60.4	53.6	58.6	56.9	53.2	50.8	54.3	39.1

Table 14 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
In graduate school to contribute to ability to change society (21-i)									
Strongly agree	15.2	11.8	25.3	12.9	18.2	11.3	33.1	26.3	36.0
Agree with reservations	37.5	31.6	41.3	36.7	39.9	33.3	41.5	39.5	41.9
Disagree with reservations	21.9	26.6	17.1	25.2	21.5	29.9	16.1	17.8	13.7
Strongly disagree	25.4	29.9	16.2	25.2	20.3	25.5	9.3	16.4	8.4
In graduate school to get a teaching credential (21-j)									
Strongly agree	10.9	6.9	35.5	6.6	25.3	13.0	12.3	13.4	1.7
Agree with reservations	24.6	12.1	25.7	17.3	28.0	24.5	22.5	16.1	7.7
Disagree with reservations	17.3	16.3	9.1	19.5	13.7	19.8	15.1	17.0	17.4
Strongly disagree	47.1	64.8	29.7	56.6	33.1	42.6	50.1	53.6	73.3
In graduate school because of intrinsic interest of field (21-k)									
Strongly agree	36.8	10.8	26.2	20.0	53.3	39.9	34.7	26.0	14.0
Agree with reservations	40.5	36.6	44.0	45.8	36.2	41.8	45.6	48.0	39.4
Disagree with reservations	10.9	24.7	16.3	20.1	5.7	11.7	11.7	15.1	25.4
Strongly disagree	11.8	27.9	13.5	14.1	4.8	6.7	8.1	11.0	21.2
In graduate school to serve mankind better (21-l)									
Strongly agree	31.1	12.9	41.0	19.7	31.5	18.6	38.5	45.8	32.1
Agree with reservations	44.8	38.1	43.4	47.7	43.2	45.3	42.6	46.0	47.1
Disagree with reservations	18.0	25.9	8.4	18.8	15.9	22.8	12.4	5.9	14.2
Strongly disagree	6.1	23.1	7.2	13.8	9.4	13.2	6.5	2.4	6.6

Table 14 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
In graduate school to engage in political activities (21-m)									
Strongly agree	0.7	1.9	1.2	0.7	2.7	0.6	4.5	0.7	17.0
Agree with reservations	6.0	9.9	7.9	4.8	9.6	4.1	17.8	6.1	42.0
Disagree with reservations	18.8	23.1	19.0	16.9	24.4	17.3	29.6	16.1	23.9
Strongly disagree	74.5	65.1	71.9	77.7	63.3	78.0	48.1	77.1	17.1
Field is too research-oriented (22-a)									
Strongly agree	7.6	2.4	4.2	6.5	11.7	9.3	7.6	5.4	1.9
Agree with reservations	20.8	11.1	21.0	20.4	25.3	21.0	24.6	15.9	12.3
Disagree with reservations	38.4	45.3	44.6	43.3	36.6	37.0	39.3	45.5	47.3
Strongly disagree	33.2	41.2	30.1	29.7	26.4	32.8	28.5	33.2	38.6
Respondent considers self an intellectual (22-b)									
Strongly agree	13.8	4.4	6.8	10.0	15.4	13.9	15.8	6.0	10.9
Agree with reservations	43.5	37.5	39.9	42.5	50.3	49.2	49.1	40.0	43.4
Disagree with reservations	27.1	36.9	33.3	32.2	24.9	26.9	26.2	35.5	33.7
Strongly disagree	15.6	21.2	20.0	15.3	9.3	9.9	8.9	18.4	12.0
Much of what is taught in department is irrelevant to what is going on in the outside world (22-c)									
Strongly agree	8.2	5.8	10.3	5.9	16.2	15.1	13.5	7.7	7.7
Agree with reservations	21.4	18.8	30.3	21.8	28.4	29.7	28.7	24.9	23.3
Disagree with reservations	36.9	42.2	37.1	41.1	36.9	34.7	37.2	36.3	39.0
Strongly disagree	33.4	33.2	22.4	31.3	18.6	20.5	20.6	31.1	30.0

Table 14 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Respondent hopes to make significant contributions to knowledge in field (22-d)									
Strongly agree	47.6	13.1	24.2	32.3	27.6	36.2	32.3	32.3	15.6
Agree with reservations	36.2	38.0	40.4	45.3	39.1	39.4	42.4	42.0	40.5
Disagree with reservations	9.2	34.2	26.8	18.8	23.2	16.7	19.6	22.5	35.0
Strongly disagree	7.0	14.7	8.6	3.7	10.2	7.7	5.7	3.2	8.9
Department has taken steps to increase graduate student participation in its decisions (22-e)									
Strongly agree	17.3	9.5	10.0	9.2	19.8	13.8	23.9	19.6	21.9
Agree with reservations	30.6	33.8	32.3	30.9	31.7	31.4	40.0	41.7	47.5
Disagree with reservations	24.9	36.0	35.8	36.1	24.8	32.4	22.4	21.0	19.5
Strongly disagree	27.2	20.7	21.9	23.7	23.8	22.3	13.7	17.8	11.2
Respondent satisfied with the education he is getting (22-f)									
Strongly agree	23.0	22.5	18.1	24.9	20.7	26.5	19.6	21.1	27.7
Agree with reservations	51.5	56.0	54.9	54.9	52.0	53.5	46.5	56.4	53.2
Disagree with reservations	20.8	16.3	19.0	15.4	18.1	14.3	24.4	15.5	13.3
Strongly disagree	4.8	5.1	8.0	4.8	9.2	5.7	9.5	6.9	5.7
Most Ph.D.-holders in field get their degrees without showing much real scholarly ability (22-g)									
Strongly agree	3.7	5.6	7.6	3.8	5.4	4.1	5.4	3.0	4.7
Agree with reservations	14.5	21.9	25.9	15.3	17.8	12.9	21.3	14.2	15.0
Disagree with reservations	47.8	44.1	38.4	43.9	44.2	42.8	47.7	33.9	34.7
Strongly disagree	34.0	28.4	28.2	37.0	32.6	40.2	25.6	48.9	45.7

Table 14 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
The typical undergraduate curriculum has suffered from the specialization of faculty members (22-h)									
Strongly agree	12.7	8.6	9.4	8.8	14.7	11.3	14.2	12.0	6.9
Agree with reservations	33.1	24.7	27.9	27.8	27.2	27.5	28.8	24.1	23.2
Disagree with reservations	36.1	49.3	43.0	43.5	37.1	39.7	40.9	38.3	49.1
Strongly disagree	18.1	17.4	19.7	19.9	21.0	21.5	16.1	25.5	20.7
Any institution with a substantial number of black students should offer a program of Black Studies if they wish it (22-i)									
Strongly agree	29.9	19.4	33.3	22.6	43.1	33.5	45.0	33.2	35.2
Agree with reservations	45.9	44.5	42.0	46.2	38.8	42.5	36.3	38.7	41.6
Disagree with reservations	14.2	21.4	16.2	17.9	12.0	15.9	13.3	16.3	15.5
Strongly disagree	10.0	14.7	8.6	13.4	6.2	8.1	5.5	11.9	7.7
Any special academic program for black students should be administered and controlled by black people (22-j)									
Strongly agree	5.4	3.3	6.7	4.3	8.3	4.8	9.7	4.8	8.6
Agree with reservations	31.2	20.4	26.2	21.7	32.0	28.2	32.6	23.2	29.7
Disagree with reservations	36.4	37.4	39.5	40.9	37.4	39.5	36.1	37.0	35.5
Strongly disagree	27.0	38.9	27.7	33.1	22.3	27.5	21.6	35.1	26.2
Professors in department don't really take female graduate students seriously (22-k)									
Strongly agree	5.3	4.5	3.1	5.5	7.3	4.0	5.3	2.3	7.2
Agree with reservations	17.3	20.7	10.5	18.3	16.2	17.4	17.3	11.2	24.0
Disagree with reservations	39.4	39.7	38.1	41.1	32.3	38.9	34.4	27.2	39.5
Strongly disagree	38.0	35.1	48.3	35.1	44.1	39.7	43.0	59.2	29.3

Table 14 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Respondent sees professors outside the classroom enough (22-1)									
Strongly agree	36.5	24.7	28.1	30.4	33.8	36.9	30.1	38.7	29.1
Agree with reservations	34.1	37.8	40.7	40.6	35.7	36.8	35.9	34.8	35.3
Disagree with reservations	20.8	23.1	17.8	19.6	17.9	17.8	20.8	16.9	24.6
Strongly disagree	8.7	14.3	13.4	9.2	12.5	8.5	13.3	9.6	11.1
Professors don't pay much attention to the graduate students (22-m)									
Strongly agree	3.9	5.3	4.2	4.4	7.0	3.9	5.3	6.1	4.4
Agree with reservations	18.2	18.8	15.7	14.9	15.9	13.3	15.9	11.3	16.9
Disagree with reservations	32.4	43.7	43.5	42.2	37.2	39.6	40.7	31.3	38.0
Strongly disagree	45.5	32.2	36.5	38.5	40.0	43.2	38.1	51.4	40.6
The female graduate students in department are not as dedicated to the field as the males (22-n)									
Strongly agree	5.8	6.3	3.6	6.1	4.6	5.1	3.4	2.7	6.1
Agree with reservations	18.1	22.3	10.2	16.1	15.0	21.4	14.7	10.5	20.2
Disagree with reservations	38.1	41.0	30.4	45.1	30.0	38.0	32.8	21.8	36.2
Strongly disagree	37.9	30.5	55.8	32.7	50.4	35.5	49.1	65.0	37.5
Teaching effectiveness, not publications, should be the primary criterion for the promotion of faculty (22-o)									
Strongly agree	35.1	59.9	67.5	48.0	54.4	33.6	48.0	54.5	58.8
Agree with reservations	39.4	33.4	27.6	39.6	34.9	39.8	36.9	37.4	34.9
Disagree with reservations	21.7	5.8	4.4	10.7	9.7	23.9	13.5	6.2	5.4
Strongly disagree	3.8	0.8	0.5	1.8	1.0	2.7	1.6	1.9	0.9

Table 14 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
In department it is very difficult for a man to achieve tenure if he does not publish (22-p)									
Strongly agree	35.8	22.1	16.6	25.6	33.3	40.4	36.6	20.6	17.4
Agree with reservations	37.4	36.2	29.2	37.4	31.7	32.6	30.3	32.5	33.1
Disagree with reservations	17.5	33.4	32.6	29.3	23.8	20.5	24.3	31.3	33.5
Strongly disagree	9.2	8.3	21.5	7.7	11.3	6.6	8.8	15.6	16.0
Respondent tends to subordinate all aspects of life to work (22-q)									
Strongly agree	6.0	4.9	4.0	4.8	7.7	5.0	4.5	4.4	5.8
Agree with reservations	23.2	20.1	19.4	21.2	20.9	20.8	18.0	15.3	19.3
Disagree with reservations	31.1	32.5	35.7	35.9	32.8	33.3	33.4	31.9	35.0
Strongly disagree	39.7	42.4	40.9	38.1	38.7	40.9	44.1	48.3	39.9
Classified weapons research is a legitimate activity on college and university campuses (22-r)									
Strongly agree	16.1	32.1	13.8	29.6	10.4	17.7	10.8	14.5	20.3
Agree with reservations	35.3	35.8	29.3	36.5	23.2	31.8	27.1	27.8	33.4
Disagree with reservations	20.9	17.5	29.4	17.9	26.5	22.8	25.2	25.7	22.5
Strongly disagree	27.7	14.6	27.6	16.0	39.9	27.7	37.0	32.0	23.7
Big contract research has become more a source of money and prestige for researchers than an effective way of advancing knowledge (22-s)									
Strongly agree	15.7	14.9	19.0	17.1	26.2	15.0	21.1	15.6	18.2
Agree with reservations	43.7	40.3	44.1	40.2	41.9	39.6	43.0	47.4	41.8
Disagree with reservations	31.8	33.1	29.8	32.4	26.6	35.4	30.9	29.9	33.9
Strongly disagree	8.8	11.6	7.0	10.3	5.3	9.9	5.0	7.1	6.1

Table 14 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Many of the highest-paid university professors get where they are by being "operators," rather than by their scholarly or scientific contributions (22-t)									
Strongly agree	14.6	9.8	13.5	11.7	12.3	10.8	13.0	13.2	9.4
Agree with reservations	38.7	34.7	33.7	35.6	36.0	29.5	36.0	33.7	34.3
Disagree with reservations	35.7	45.6	43.1	41.3	41.6	45.6	42.4	42.6	45.9
Strongly disagree	11.0	9.9	9.7	11.4	10.2	14.0	8.5	10.5	10.3
Genuine scholarship is threatened in universities by the proliferation of big research centers (22-u)									
Strongly agree	5.4	5.4	7.2	5.3	10.1	5.7	7.8	6.1	5.7
Agree with reservations	27.6	22.9	31.1	25.1	32.6	22.8	28.6	29.8	25.8
Disagree with reservations	46.7	51.7	48.4	49.4	47.4	51.6	49.3	47.8	55.2
Strongly disagree	20.4	20.0	13.4	20.2	10.0	19.9	14.3	16.3	13.3
Part of respondent's graduate education has been essentially a wasteful repetition of what was already covered at the undergraduate level (22-v)									
Strongly agree	5.8	10.7	13.8	6.1	9.7	5.2	11.7	10.9	1.5
Agree with reservations	23.6	24.9	29.5	17.6	20.8	15.1	25.2	22.7	4.5
Disagree with reservations	34.1	30.3	32.0	35.2	32.2	35.7	32.2	29.1	17.6
Strongly disagree	36.5	34.1	24.7	41.0	37.2	44.1	30.9	37.3	76.4

Table 14 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Scientists should publish their findings regardless of the possible consequences (22-w)									
Strongly agree	24.6	21.3	20.2	19.1	24.0	21.2	26.9	23.6	24.7
Agree with reservations	43.7	38.8	42.6	38.6	37.5	40.8	39.6	38.0	35.6
Disagree with reservations	21.3	28.1	26.6	28.2	27.2	25.8	23.7	25.6	28.0
Strongly disagree	10.5	11.8	10.6	14.0	11.3	12.2	9.8	12.8	11.7
Career will take second place to family obligations (22-x)									
Strongly agree	38.1	31.8	43.6	31.6	37.7	32.6	32.0	43.4	32.0
Agree with reservations	36.8	40.4	35.2	41.4	35.3	40.1	36.8	35.0	39.1
Disagree with reservations	18.1	19.3	13.5	19.6	19.2	20.1	22.8	14.5	21.9
Strongly disagree	7.0	8.6	7.7	7.4	7.9	7.2	8.4	7.2	7.0
Exciting developments are taking place in field (22-y)									
Strongly agree	78.5	44.5	52.8	63.5	38.0	65.1	54.9	72.9	57.3
Agree with reservations	17.8	38.0	32.9	29.3	32.3	27.6	31.0	21.9	32.0
Disagree with reservations	3.3	14.5	10.5	5.9	19.9	6.0	11.2	4.3	7.8
Strongly disagree	0.4	3.0	3.8	1.2	9.7	1.3	3.0	0.9	2.9
Field is among the most respected academic disciplines (22-z)									
Strongly agree	33.4	10.3	13.3	27.2	18.7	52.7	10.7	16.4	46.4
Agree with reservations	41.8	26.2	30.0	42.4	32.4	34.5	31.6	32.2	34.2
Disagree with reservations	20.6	45.1	35.8	25.1	32.8	10.7	42.0	37.7	15.4
Strongly disagree	4.2	18.4	20.9	5.2	16.1	2.1	15.7	13.7	4.0

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Table 14 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Field gets a good share of the best students (22-aa)									
Strongly agree	30.1	16.0	8.8	33.3	19.4	48.5	16.0	19.6	57.9
Agree with reservations	39.4	46.9	35.1	47.9	45.2	38.9	44.5	39.4	36.4
Disagree with reservations	26.8	30.6	38.2	16.1	26.9	10.6	31.1	28.7	5.1
Strongly disagree	3.7	6.5	17.9	2.7	8.4	1.9	8.4	12.2	0.7
Graduate students should be more militant in defending their interests (22-bb)									
Strongly agree	16.6	6.4	7.9	8.0	15.1	11.9	19.0	9.9	12.7
Agree with reservations	28.0	26.2	29.8	30.2	31.3	32.3	38.3	26.9	35.9
Disagree with reservations	37.4	41.8	38.7	42.8	37.4	41.6	31.4	36.0	37.0
Strongly disagree	18.0	25.7	23.7	18.9	16.2	14.1	11.3	27.2	14.4
Faculty members should be free on campus to advocate violent resistance to public authority (22-cc)									
Strongly agree	8.1	4.3	4.5	5.4	13.9	9.4	16.7	5.0	13.5
Agree with reservations	13.1	8.7	11.8	13.3	20.7	16.7	21.5	12.4	18.6
Disagree with reservations	25.2	20.5	25.3	25.2	27.1	29.2	28.2	27.8	26.8
Strongly disagree	53.6	66.5	58.4	56.1	38.4	44.7	33.6	54.7	41.1
Faculty members should be free to present in class any idea they consider relevant (22-dd)									
Strongly agree	45.6	37.4	38.5	36.8	61.1	49.6	64.4	44.5	58.7
Agree with reservations	40.0	39.2	39.5	40.7	29.4	36.8	27.1	40.9	30.9
Disagree with reservations	10.2	14.1	13.3	15.2	6.3	10.1	5.7	8.6	7.2
Strongly disagree	4.2	9.2	8.8	7.3	3.1	3.6	2.8	6.0	3.1

Table 14 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
One should attempt to insulate one's academic work from one's personal values (22-ee)									
Strongly agree	5.3	6.5	5.1	6.4	4.8	6.7	6.7	5.3	5.0
Agree with reservations	18.8	21.1	20.9	20.6	14.3	18.3	18.5	19.2	18.1
Disagree with reservations	30.8	35.8	31.2	35.4	27.2	33.1	30.4	36.1	36.7
Strongly disagree	45.1	36.6	42.8	37.6	53.8	41.8	44.4	39.5	40.3
Some of the best graduate students in department drop out because they do not want to "play the game" or "beat the system" (22-ff)									
Strongly agree	5.6	6.2	11.0	4.0	13.5	6.5	13.7	5.1	8.3
Agree with reservations	16.7	14.8	22.3	14.4	22.5	18.0	24.4	16.1	21.0
Disagree with reservations	37.7	42.4	38.3	39.1	36.3	37.7	35.6	40.8	36.9
Strongly disagree	40.0	36.7	28.4	42.6	27.7	37.8	26.3	38.0	33.8
The doctorate is mainly a "union card," enabling one to get the kind of job he wants (22-gg)									
Strongly agree	15.2	13.7	18.0	10.7	21.8	13.5	21.3	12.8	13.5
Agree with reservations	33.9	35.4	35.2	32.8	35.9	38.0	39.8	32.9	38.8
Disagree with reservations	32.1	31.7	32.0	32.5	30.3	29.6	26.8	32.8	35.2
Strongly disagree	18.8	19.2	14.8	24.0	11.9	18.9	12.1	21.4	12.6

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Table 14 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
The graduate program in department favors the bright, imaginative student (22-hh)									
Strongly agree	16.5	12.8	13.3	16.6	16.0	19.9	14.5	17.4	18.7
Agree with reservations	45.8	46.8	41.1	51.8	45.3	50.6	42.3	47.4	45.1
Disagree with reservations	25.9	32.9	35.2	27.0	28.8	24.3	33.1	24.6	27.8
Strongly disagree	11.8	7.5	10.4	4.7	9.9	5.2	10.1	10.6	8.3
Need for firm undergraduate background in English (38-a)									
Extremely important	52.3	67.3	69.7	35.9	80.3	36.4	59.6	50.3	83.4
Fairly important	40.5	29.4	27.7	50.9	17.7	47.6	34.0	42.7	14.6
Fairly unimportant	6.6	2.9	2.0	11.8	1.6	14.0	5.7	6.0	1.3
Extremely unimportant	0.6	0.3	0.6	1.4	0.4	1.9	0.6	1.0	0.7
Need for firm undergraduate background in mathematics (38-b)									
Extremely important	48.7	49.7	25.2	86.6	7.2	83.5	23.6	26.8	6.0
Fairly important	46.8	44.4	48.8	11.9	28.3	14.5	46.2	50.4	33.0
Fairly unimportant	4.1	5.3	22.0	0.8	45.1	1.7	24.9	20.1	46.0
Extremely unimportant	0.4	0.6	4.0	0.4	19.3	0.3	5.3	2.7	15.0
Need for firm undergraduate background in the physical sciences (38-c)									
Extremely important	47.9	12.9	17.4	69.8	6.6	62.3	8.4	44.0	3.8
Fairly important	44.9	33.7	48.0	25.7	30.2	28.8	34.9	36.0	22.5
Fairly unimportant	6.4	41.2	29.1	3.9	46.4	8.1	43.8	18.0	52.6
Extremely unimportant	0.9	12.2	5.4	0.7	16.9	0.8	12.9	2.0	21.2

Table 14 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Need for firm undergraduate background in the life sciences (38-d)									
Extremely important	68.3	4.1	22.2	6.3	10.0	9.5	18.7	63.4	4.1
Fairly important	26.2	32.9	52.4	32.1	37.4	38.2	43.6	30.5	31.7
Fairly unimportant	4.6	47.6	22.1	49.8	39.6	44.0	28.6	5.9	46.0
Extremely unimportant	0.8	15.4	3.3	11.8	13.1	8.3	9.0	0.2	18.2
Need for firm undergraduate background in the social sciences (38-e)									
Extremely important	8.6	26.8	46.9	8.4	37.0	6.0	67.4	44.0	44.4
Fairly important	39.9	55.2	45.2	36.6	49.2	31.9	28.3	33.2	48.3
Fairly unimportant	43.4	16.2	7.1	43.0	10.9	47.0	3.9	20.1	6.0
Extremely unimportant	8.1	1.8	0.8	12.0	2.8	15.1	0.5	2.7	1.3
Need for firm undergraduate background in the humanities (38-f)									
Extremely important	9.5	16.9	39.9	8.9	71.2	9.3	39.7	26.6	38.8
Fairly important	35.7	52.8	47.9	38.6	24.9	36.3	44.6	45.9	49.9
Fairly unimportant	45.7	26.5	10.8	40.8	3.6	40.7	13.7	23.2	9.3
Extremely unimportant	9.1	3.8	1.4	11.8	0.3	13.8	2.0	4.3	2.0
Need for firm undergraduate background in arts and music (38-g)									
Extremely important	4.6	3.2	13.6	4.5	39.2	5.1	6.5	5.2	5.0
Fairly important	19.5	20.0	44.3	15.9	42.3	21.6	30.9	21.5	27.6
Fairly unimportant	45.5	47.9	32.7	46.3	16.4	46.8	43.8	49.6	45.3
Extremely unimportant	30.3	28.9	9.4	33.3	2.1	26.6	18.8	23.7	22.1

Table 14 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Need for firm undergraduate background in a foreign language (38-h)									
Extremely important	18.5	7.4	9.4	6.9	47.2	19.8	15.8	7.3	5.7
Fairly important	38.1	21.4	27.2	26.2	31.1	45.7	31.8	24.7	20.5
Fairly unimportant	32.4	44.7	40.7	43.6	16.6	27.1	35.0	50.3	46.0
Extremely unimportant	10.9	26.4	22.7	23.3	5.1	7.4	17.4	17.8	27.8
Satisfaction with undergraduate education in foreign languages (39-a)									
Very satisfied	17.2	16.3	16.6	19.4	22.6	19.4	18.0	16.1	14.9
Satisfied	44.2	41.8	37.8	44.5	35.4	45.0	38.6	43.6	37.3
Dissatisfied	27.0	25.1	25.8	22.6	26.9	24.1	28.8	22.0	26.9
Very dissatisfied	11.5	16.9	19.8	13.6	15.1	11.6	14.6	18.2	21.0
Satisfaction with undergraduate education in ability to write and organize material (39-b)									
Very satisfied	18.4	21.4	21.5	15.1	29.5	19.6	29.2	16.8	26.4
Satisfied	54.6	50.4	46.5	52.9	46.4	55.1	45.6	48.0	47.6
Dissatisfied	23.0	22.8	25.4	26.4	18.4	21.6	21.0	29.7	21.0
Very dissatisfied	3.9	5.4	6.6	5.6	5.7	3.7	4.2	5.5	4.9
Satisfaction with undergraduate education in preparation in subject field (39-c)									
Very satisfied	28.1	28.1	27.3	27.9	29.0	29.0	24.8	32.0	20.2
Satisfied	46.4	54.3	51.8	54.7	47.1	47.3	48.5	50.1	60.2
Dissatisfied	21.8	14.3	16.8	15.6	19.8	19.6	21.4	16.2	15.7
Very dissatisfied	3.8	3.3	4.0	1.8	4.2	4.1	5.3	1.7	3.8

Table 14 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Satisfaction with undergraduate education in general background of liberal education (39-d)									
Very satisfied	23.1	22.6	26.7	14.2	29.4	25.1	30.9	20.7	33.6
Satisfied	57.6	53.5	52.9	53.6	51.8	54.1	49.5	56.7	47.0
Dissatisfied	16.3	20.6	17.9	26.9	16.1	17.2	16.3	20.4	15.8
Very dissatisfied	3.0	3.4	2.4	5.3	2.7	3.6	3.2	2.2	3.6
Satisfaction with undergraduate education in ability to work on own (39-e)									
Very satisfied	30.1	38.4	36.1	32.9	40.9	31.8	39.4	32.1	40.6
Satisfied	48.6	51.6	51.3	53.1	43.8	49.8	45.7	56.1	46.9
Dissatisfied	13.0	9.0	11.2	12.7	13.5	15.7	12.3	10.2	10.4
Very dissatisfied	8.3	0.9	1.5	1.2	1.8	2.8	2.6	1.6	2.1
Satisfaction with undergraduate education in ability to do original work (39-f)									
Very satisfied	19.3	20.7	19.4	20.5	27.4	18.3	22.8	16.4	23.7
Satisfied	44.8	51.3	42.5	50.3	42.2	45.9	42.6	48.8	48.8
Dissatisfied	25.2	23.8	32.3	26.0	24.2	29.5	29.0	30.1	22.5
Very dissatisfied	10.7	4.2	5.8	3.2	6.1	6.3	5.6	4.7	4.9
Satisfaction with undergraduate education in general preparation for graduate school (39-g)									
Very satisfied	20.5	21.8	19.2	26.2	22.4	22.1	23.4	23.8	26.6
Satisfied	53.6	60.5	60.0	57.9	53.0	55.8	54.1	55.6	59.1
Dissatisfied	16.6	14.9	17.0	14.0	20.1	18.4	19.0	18.3	11.5
Very dissatisfied	9.3	2.8	3.8	1.8	4.5	3.7	3.5	2.3	2.9

Table 14 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Proper undergraduate role in decisions on faculty appointment and promotion (40a-1)									
Control	1.0	0.4	0.3	0.4	1.1	0.3	0.8	0.1	0.5
Voting power on committees	7.6	6.5	9.7	5.5	11.7	8.6	19.3	7.8	18.1
Formal consultation	17.3	17.2	16.5	19.0	22.9	20.7	24.3	19.6	27.1
Informal consultation	26.1	26.5	26.6	29.9	27.1	26.9	25.4	23.4	25.0
Little or no role	48.0	49.3	46.9	45.3	37.3	43.5	30.2	49.2	29.4
Proper undergraduate role in decisions on undergraduate admissions policy (40a-2)									
Control	1.1	0.4	0.3	0.5	0.7	0.5	0.9	0.1	0.5
Voting power on committees	10.5	7.0	12.3	6.3	15.4	10.6	22.7	13.7	19.0
Formal consultation	24.0	21.3	24.2	20.3	26.8	25.8	27.1	25.8	31.0
Informal consultation	31.5	28.6	29.5	30.7	26.5	28.7	24.8	25.7	21.8
Little or no role	32.8	42.8	33.7	42.3	30.7	34.4	24.5	34.6	27.8
Proper undergraduate role in decisions on provision and content of courses (40a-3)									
Control	1.1	1.2	1.8	1.1	1.8	0.5	2.4	1.6	1.8
Voting power on committees	21.5	17.4	26.8	15.0	27.4	21.4	37.5	23.2	39.6
Formal consultation	43.1	40.6	34.9	40.2	41.6	41.3	36.5	40.0	37.5
Informal consultation	24.8	28.5	25.6	32.2	22.9	27.6	18.9	27.3	15.9
Little or no role	9.5	12.4	11.0	11.5	6.4	9.2	4.7	7.9	5.2

Table 14 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Proper undergraduate role in decisions on student discipline (40a-4)									
Control	10.8	8.0	10.6	8.1	15.5	12.6	18.8	10.9	22.3
Voting power on committees	39.6	37.4	39.8	36.1	46.8	43.7	48.1	41.4	47.9
Formal consultation	29.9	30.4	28.9	30.9	21.2	25.7	20.6	25.6	18.9
Informal consultation	11.7	14.5	13.3	16.3	11.0	11.2	8.6	12.8	6.2
Little or no role	8.1	9.7	7.3	8.5	5.5	6.8	4.0	9.3	4.8
Proper undergraduate role in decisions on bachelor's degree requirements (40a-5)									
Control	0.8	0.6	0.6	0.5	1.5	0.3	0.9	0.5	0.6
Voting power on committees	13.9	10.1	15.5	7.5	21.0	12.3	25.6	14.1	25.4
Formal consultation	33.1	29.0	32.6	27.2	34.5	33.1	37.1	29.1	35.5
Informal consultation	23.9	25.8	22.3	30.9	21.8	25.0	17.8	22.4	18.8
Little or no role	28.4	34.5	29.1	33.9	21.1	29.2	18.6	33.9	19.8
Proper graduate student role in decisions on faculty appointment and promotion (40b-1)									
Control	1.2	1.0	0.8	0.8	1.4	0.5	1.7	0.3	0.8
Voting power on committees	16.3	13.6	19.0	13.9	24.2	16.3	34.4	15.6	29.5
Formal consultation	27.5	25.0	24.2	26.7	28.4	29.7	29.9	30.5	31.3
Informal consultation	30.7	27.2	24.1	29.7	25.1	27.3	18.1	22.6	18.7
Little or no role	24.2	33.2	31.9	29.0	20.9	26.3	16.0	31.0	19.7

Table 14 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Proper graduate student role in decisions on departmental graduate admissions policy (40b-2)									
Control	1.2	0.6	0.9	0.5	1.7	0.5	1.5	1.3	1.3
Voting power on committees	17.9	12.2	21.4	11.6	26.1	15.5	36.4	19.4	29.3
Formal consultation	33.0	31.1	32.9	29.6	34.2	32.5	31.0	36.6	32.1
Informal consultation	29.9	29.8	23.7	33.8	22.3	28.3	18.5	23.8	18.8
Little or no role	18.0	26.2	21.1	24.6	15.6	23.0	12.6	19.0	18.5
Proper graduate student role in decisions on provision and content of graduate courses (40b-3)									
Control	3.3	3.4	4.3	2.7	6.2	2.8	6.3	3.0	3.7
Voting power on committees	38.2	30.4	39.8	30.7	47.1	36.4	55.3	40.5	54.6
Formal consultation	43.1	42.4	35.7	45.6	32.1	40.9	28.3	41.0	30.3
Informal consultation	12.9	19.6	13.8	18.1	12.0	17.3	8.3	13.5	9.0
Little or no role	2.5	4.2	6.3	2.9	2.5	2.5	1.8	1.9	2.4
Proper graduate student role in decisions on student discipline (40b-4)									
Control	15.0	12.0	15.4	10.8	21.6	17.0	24.4	16.9	31.0
Voting power on committees	34.4	33.9	36.1	32.8	39.0	37.2	44.2	37.2	41.7
Formal consultation	28.4	27.2	25.9	28.8	19.4	22.2	17.7	25.4	17.0
Informal consultation	13.8	15.4	12.4	18.0	11.4	12.7	8.1	11.1	4.9
Little of no role	8.4	11.4	10.2	9.6	8.6	11.0	5.6	9.4	5.3

Table 14 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Proper graduate student role in decisions on advanced degree requirements (40b-5)									
Control	2.3	1.5	1.9	1.0	3.1	1.0	2.4	0.7	1.2
Voting power on committees	28.8	21.0	28.6	18.4	36.5	22.7	44.3	24.7	37.4
Formal consultation	41.6	35.7	35.6	36.7	35.7	39.2	33.0	38.7	34.8
Informal consultation	17.0	22.4	16.4	26.5	15.1	22.9	11.6	22.1	13.8
Little or no role	10.3	19.5	17.5	17.4	9.7	14.2	8.6	13.8	12.8
Attitude toward union of graduate students (45)									
One exists; respondent a member	1.6	0.6	1.7	0.5	1.8	1.2	2.3	0.3	0.5
One exists; respondent not a member	6.0	2.8	2.6	5.9	5.7	7.2	5.2	3.2	2.5
One does not exist; certainly would join	9.0	3.9	8.4	4.6	13.1	9.7	16.4	6.3	7.2
One does not exist; probably would join	23.7	13.8	20.4	16.7	25.2	21.6	30.0	17.4	24.2
One does not exist; probably would not join	38.8	30.6	36.5	33.1	31.7	35.3	32.4	36.1	33.5
One does not exist; almost certainly would not join	20.8	48.2	30.4	39.2	22.5	25.1	13.9	36.7	32.1
Probability of participation in graduate student strike over campus issue (46)									
Definitely yes	8.7	5.8	9.9	6.2	14.1	8.7	19.3	6.7	11.5
Probably yes	34.1	24.5	31.9	27.9	38.7	36.7	46.0	28.3	40.2
Probably not	42.9	42.2	39.1	42.4	34.1	40.9	27.4	43.5	34.2
Definitely not	14.3	27.5	19.1	23.4	13.1	13.6	7.3	21.5	14.0

Table 14 (Continued)

Attitudes of American Graduate Students Toward Higher Education and Their Academic Experience, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Strike may in some circumstances be a legitimate means of collective action for faculty members (47-a)									
Definitely yes	32.4	19.3	29.5	16.5	37.3	29.6	46.6	24.3	36.1
Probably yes	33.4	34.4	36.1	38.7	34.8	36.2	34.3	34.7	34.3
Probably not	23.9	25.8	20.0	27.4	18.4	23.8	12.8	26.9	18.3
Definitely not	10.3	20.6	14.5	17.4	9.5	10.4	6.3	14.1	11.4
Strike may in some circumstances be a legitimate means of collective action for teaching assistants (47-b)									
Definitely yes	23.8	15.9	24.3	14.5	32.0	25.6	42.5	20.9	32.1
Probably yes	36.6	31.7	33.0	33.6	33.1	33.6	34.6	33.4	32.6
Probably not	26.8	28.1	25.8	31.6	23.4	27.4	15.8	31.2	21.3
Definitely not	12.9	24.3	16.9	20.4	11.5	13.4	7.1	14.5	13.9
Attitude toward the emergence of radical student activism in recent years (48)									
Unreservedly approve	4.4	2.0	2.3	2.8	5.6	4.5	8.4	2.3	5.6
Approve with reservations	30.8	22.7	29.6	25.1	43.7	34.2	51.3	26.5	44.7
Disapprove with reservations	40.1	41.1	42.2	41.0	36.5	40.9	30.2	42.8	32.2
Unreservedly disapprove	24.7	34.2	26.0	31.1	14.1	20.4	10.0	28.4	17.5

Table 15

General and Political Attitudes and Preferences of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
There are many things that can never possibly be understood by the techniques of science (54-a)									
Strongly agree	22.2	22.3	27.1	25.2	43.2	26.7	25.3	23.5	24.3
Agree with reservations	32.3	36.6	37.9	29.2	30.0	33.6	34.3	39.7	33.7
Disagree with reservations	31.2	29.1	26.4	31.8	20.5	26.8	28.8	26.9	31.6
Strongly disagree	14.4	12.0	8.7	13.8	6.3	12.8	11.6	9.9	10.4
It is all right to get around the law if you don't actually break it (54-b)									
Strongly agree	3.3	4.9	3.2	3.7	4.1	3.2	3.6	2.8	7.6
Agree with reservations	28.6	30.1	19.6	24.3	23.7	24.4	26.8	23.8	30.4
Disagree with reservations	41.8	40.3	39.3	44.0	41.2	46.2	46.7	45.3	40.6
Strongly disagree	26.4	24.8	37.9	28.0	31.0	26.2	23.0	28.2	21.3
Respondent is as strict about right and wrong as most people (54-c)									
Strongly agree	29.8	31.8	38.2	30.9	27.9	30.5	23.1	35.5	25.6
Agree with reservations	45.0	46.9	41.2	46.8	39.3	44.0	38.8	43.0	43.0
Disagree with reservations	18.5	15.5	14.7	17.0	24.4	20.3	27.6	17.6	22.6
Strongly disagree	6.7	5.8	5.9	5.3	8.4	5.2	10.5	3.9	8.8
Respondent enjoys reading poetry (54-d)									
Strongly agree	18.7	8.3	27.5	9.9	50.6	17.0	24.5	21.0	20.8
Agree with reservations	30.5	27.3	37.7	28.3	31.7	34.5	37.3	38.2	34.1
Disagree with reservations	25.7	32.6	20.7	33.5	12.5	29.3	25.4	24.0	28.7
Strongly disagree	25.1	31.8	14.0	28.3	5.3	19.2	12.9	16.8	16.5

Table 15 (Continued)

General and Political Attitudes and Preferences of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Respondent enjoys classical music (54-e)									
Strongly agree	36.5	27.0	36.8	31.3	61.0	44.2	42.7	38.5	31.8
Agree with reservations	35.5	39.9	39.2	41.5	28.5	34.6	38.2	40.1	38.2
Disagree with reservations	20.6	22.1	17.7	18.6	7.8	15.4	13.4	14.3	21.0
Strongly disagree	7.3	11.1	6.3	8.7	2.7	5.7	5.6	7.1	9.0
Respondent does a lot of serious reading outside field of study (54-f)									
Strongly agree	21.2	19.1	20.4	18.0	32.5	24.7	25.9	17.8	23.5
Agree with reservations	32.9	31.4	36.4	34.0	34.0	32.2	36.2	32.3	33.0
Disagree with reservations	36.0	36.4	32.0	35.3	26.6	31.6	29.5	37.0	32.6
Strongly disagree	9.8	13.1	11.3	12.7	6.9	11.6	8.3	12.8	11.0
Persons with a graduate education are no better than anyone else (54-g)									
Strongly agree	28.5	23.9	30.1	22.5	36.6	28.5	34.1	30.2	27.2
Agree with reservations	35.9	40.2	40.6	37.5	35.4	35.6	38.5	37.9	38.0
Disagree with reservations	29.2	28.1	23.9	31.1	23.0	30.2	22.9	25.9	27.8
Strongly disagree	6.4	7.8	5.5	8.8	4.9	5.7	4.5	6.0	7.1
There is too much concern in the courts for the rights of criminals (54-h)									
Strongly agree	13.7	22.9	17.4	20.7	9.7	13.0	7.2	14.1	5.3
Agree with reservations	30.0	37.6	36.1	37.1	24.1	29.2	17.1	33.8	13.3
Disagree with reservations	37.8	27.8	29.0	31.0	35.8	36.1	35.5	34.8	25.8
Strongly disagree	18.5	11.7	17.5	11.2	30.4	21.7	40.2	17.3	55.7

Table 15 (Continued)

General and Political Attitudes and Preferences of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Most people who live in poverty could do something about their situation if they really wanted to (54-i)									
Strongly agree	12.1	18.8	12.7	16.1	7.8	10.0	4.3	15.2	7.8
Agree with reservations	41.0	43.0	38.1	45.8	26.5	36.8	19.7	37.0	26.6
Disagree with reservations	32.2	29.6	33.0	29.4	40.0	37.3	40.4	34.8	40.7
Strongly disagree	14.7	8.6	16.1	8.6	25.7	15.9	35.6	13.0	24.9
Respondent basically dislikes large cities (54-j)									
Strongly agree	34.4	16.2	22.5	22.2	16.3	23.4	14.7	20.6	12.5
Agree with reservations	32.5	32.1	34.3	33.9	26.7	33.5	27.7	36.2	26.4
Disagree with reservations	21.7	32.1	27.6	28.9	33.4	28.4	32.7	26.5	36.5
Strongly disagree	11.5	19.6	15.6	15.0	23.7	14.6	24.9	16.7	24.6
Respondent has a pretty good idea when graduate education will be finished (54-k)									
Strongly agree	44.8	60.8	56.7	46.8	49.2	37.8	52.2	65.8	74.9
Agree with reservations	36.7	28.0	29.4	36.8	34.9	41.2	32.4	25.8	18.5
Disagree with reservations	9.0	8.6	7.8	12.2	10.1	14.6	10.7	3.3	4.4
Strongly disagree	9.5	2.6	6.1	4.1	5.9	6.4	4.6	5.0	2.2
When respondent talks with other graduate students, subject is usually about field of study (54-l)									
Strongly agree	12.2	19.6	26.4	13.7	24.6	13.0	21.9	21.9	20.1
Agree with reservations	49.0	48.0	47.0	47.8	51.6	47.3	55.6	55.4	52.4
Disagree with reservations	34.2	26.7	21.5	32.3	19.1	34.1	19.3	20.6	23.7
Strongly disagree	4.6	5.7	5.1	6.2	4.7	5.6	3.2	2.1	3.9

Table 15 (Continued)

General and Political Attitudes and Preferences of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Respondent would be happier if he hadn't entered graduate school (54-m)									
Strongly agree	2.7	2.1	1.8	1.6	3.1	1.6	1.9	2.1	1.6
Agree with reservations	4.7	5.2	5.1	5.4	5.3	6.9	5.1	9.1	5.2
Disagree with reservations	35.6	28.0	29.4	36.3	29.9	32.7	31.0	32.2	25.5
Strongly disagree	57.0	64.8	63.7	56.7	61.7	58.7	62.0	56.5	67.7
Respondent intends to remain in state after graduate education is completed (54-n)									
Strongly agree	12.1	32.7	45.6	21.2	26.6	16.8	24.0	27.2	32.5
Agree with reservations	19.3	29.9	25.5	30.2	25.1	20.9	21.8	24.8	26.0
Disagree with reservations	26.9	16.5	11.9	23.7	21.1	26.4	22.9	17.1	20.0
Strongly disagree	41.8	21.0	16.9	24.9	27.2	35.8	31.2	29.9	21.5
Respondent is basically conservative in religious beliefs (54-o)									
Strongly agree	12.2	21.9	24.0	16.0	13.9	12.3	8.8	22.4	10.7
Agree with reservations	27.0	33.8	34.1	33.8	19.6	26.0	18.4	40.3	21.1
Disagree with reservations	21.5	22.0	19.3	23.6	21.8	24.4	20.8	18.9	24.5
Strongly disagree	39.3	22.4	22.6	26.6	44.7	37.3	52.0	18.4	43.8
Respondent thinks of self primarily as a scholar or scientist and not as a student (54-p)									
Strongly agree	9.6	5.4	4.3	9.3	7.2	11.1	6.7	4.4	2.0
Agree with reservations	32.7	17.8	19.5	34.5	18.7	31.9	24.2	18.7	11.7
Disagree with reservations	44.4	41.2	40.2	41.4	37.7	42.8	42.0	46.9	44.5
Strongly disagree	13.2	35.6	36.0	14.8	36.4	14.2	27.1	30.0	41.7

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Table 15 (Continued)

General and Political Attitudes and Preferences of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
These days too much is heard about the rights of minorities and not enough about the rights of the majority (54-q)									
Strongly agree	14.3	24.2	21.6	20.4	9.4	12.1	6.4	18.9	8.3
Agree with reservations	38.8	39.6	32.1	39.2	26.5	32.6	18.8	34.1	21.6
Disagree with reservations	28.0	24.9	29.1	28.2	31.5	33.1	34.3	33.4	33.2
Strongly disagree	18.8	11.3	17.2	12.3	32.7	22.2	40.5	13.6	36.9
Where de facto segregation exists, black people should be assured control over their own schools (54-r)									
Strongly agree	17.8	11.6	15.3	14.4	24.6	18.0	25.6	18.6	17.8
Agree with reservations	48.6	38.7	41.0	44.3	43.2	44.7	42.5	41.1	41.3
Disagree with reservations	25.1	32.9	32.5	30.3	23.8	29.7	25.0	26.3	29.2
Strongly disagree	8.5	16.8	11.3	10.9	8.3	7.7	6.9	14.0	11.7
Racial integration of the public elementary schools should be achieved even if it requires busing (54-s)									
Strongly agree	16.2	10.0	13.6	13.4	21.1	16.5	24.4	12.7	23.8
Agree with reservations	26.1	20.7	28.1	23.7	31.9	29.9	34.8	27.1	29.6
Disagree with reservations	35.3	32.6	30.3	32.4	28.8	30.0	26.3	31.7	25.6
Strongly disagree	22.4	36.7	28.0	30.5	18.2	23.6	14.4	28.5	21.0
Meaningful social change cannot be achieved through traditional American politics (54-t)									
Strongly agree	10.9	8.8	11.8	10.0	13.7	9.8	14.6	9.0	7.6
Agree with reservations	22.7	20.2	28.2	24.7	26.4	24.4	27.9	28.2	19.7
Disagree with reservations	37.7	37.5	38.7	37.6	39.5	40.3	39.0	42.4	39.3
Strongly disagree	28.7	33.4	21.3	27.6	20.4	25.5	18.4	20.5	33.5

Table 15 (Continued)

General and Political Attitudes and Preferences of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
The main cause of Negro riots in the cities is white racism (54-u)									
Strongly agree	11.1	7.0	10.5	8.3	17.6	14.6	21.7	11.5	16.5
Agree with reservations	26.4	19.5	24.4	26.7	31.5	30.0	34.6	24.3	29.3
Disagree with reservations	37.4	41.2	40.0	39.8	35.0	36.5	28.7	41.3	35.0
Strongly disagree	25.1	32.3	25.0	25.2	15.9	18.9	15.0	22.9	19.2
Communist China should be recognized immediately by the U. S. (54-v)									
Strongly agree	29.3	20.9	21.3	22.2	38.3	31.5	43.6	18.6	37.8
Agree with reservations	31.7	32.1	29.1	33.3	29.9	33.7	32.9	25.8	32.7
Disagree with reservations	19.0	24.1	28.5	25.6	20.0	21.1	15.2	30.4	18.0
Strongly disagree	20.1	22.9	21.1	18.9	11.9	13.7	8.4	25.2	11.5
Hippies represent an important criticism of American culture (54-w)									
Strongly agree	17.6	11.9	17.6	13.5	29.6	19.9	32.7	16.6	22.1
Agree with reservations	33.4	31.4	34.8	32.7	38.4	36.3	39.7	40.4	41.2
Disagree with reservations	33.3	32.0	27.7	29.9	21.4	27.6	19.4	25.5	24.2
Strongly disagree	15.7	24.6	19.9	23.9	10.6	16.2	8.2	17.5	12.4
Marijuana should be legalized (54-x)									
Strongly agree	16.2	11.5	9.5	9.9	24.5	19.5	28.0	10.1	27.9
Agree with reservations	22.5	19.7	14.1	19.5	25.1	24.4	30.7	22.3	32.2
Disagree with reservations	24.3	20.9	22.8	23.0	20.1	22.5	19.2	16.2	18.8
Strongly disagree	37.0	47.9	53.6	47.5	30.3	33.6	22.1	51.4	21.1

Table 15 (Continued)

General and Political Attitudes and Preferences of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Realistically, an individual person can do little to bring about changes in our society (54-y)									
Strongly agree	12.0	12.6	11.6	14.3	12.6	13.5	11.2	11.8	8.9
Agree with reservations	40.0	35.5	31.4	37.6	36.2	38.2	35.5	32.0	32.9
Disagree with reservations	32.9	35.9	37.2	33.6	34.9	34.7	38.1	42.7	37.5
Strongly disagree	15.1	16.0	19.7	14.5	16.3	13.6	15.2	13.5	20.7
The decline in moral standards among youth is a major problem in American today (54-z)									
Strongly agree	14.2	18.5	24.4	20.4	13.6	15.9	9.2	20.2	11.3
Agree with reservations	29.9	28.8	31.5	28.5	22.6	21.0	16.3	27.3	18.9
Disagree with reservations	31.5	34.4	28.2	34.6	32.3	37.2	34.8	34.4	36.0
Strongly disagree	24.4	18.2	15.9	16.5	31.5	25.9	39.8	18.1	33.9
Respondent interested in local politics (59-1)									
Extremely interested	12.1	19.5	26.3	12.9	18.1	12.4	23.9	13.6	32.2
Moderately interested	39.4	41.3	41.3	46.2	43.6	42.1	42.3	45.9	46.1
Only slightly interested	36.5	28.8	22.3	29.4	25.9	31.3	24.7	29.9	16.9
Not interested at all	12.1	10.5	10.1	11.5	12.4	14.2	9.1	10.6	4.8
Respondent interested in national politics (59-2)									
Extremely interested	36.1	37.9	36.7	34.6	46.3	38.7	49.1	29.9	61.2
Moderately interested	45.0	41.7	39.9	45.8	36.0	42.5	36.2	44.7	30.3
Only slightly interested	9.2	11.3	10.8	11.4	8.6	10.3	7.0	12.4	5.6
Not interested at all	9.7	9.1	12.5	8.2	9.1	8.5	7.7	13.0	3.0

Table 15 (Continued)

General and Political Attitudes and Preferences of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Respondent interested in a political career (59-3)									
Extremely interested	3.6	6.5	4.2	2.9	4.0	2.2	8.8	2.2	19.8
Moderately interested	7.2	15.6	8.9	9.4	11.2	7.5	16.2	5.8	31.3
Only slightly interested	18.7	26.6	17.1	24.0	17.4	21.2	23.4	18.1	29.6
Not interested at all	70.6	51.4	69.8	63.8	67.4	69.1	51.5	73.9	19.3
Respondents' current political inclination (60-a)*									
Left	4.5	1.8	3.2	3.2	10.9	7.6	14.5	2.9	9.5
Liberal	41.3	27.0	34.6	30.7	47.0	39.3	52.2	27.5	47.5
Middle-of-the-road	26.9	28.5	29.4	26.8	23.2	24.6	18.2	35.4	22.8
Moderately conservative	24.3	37.0	30.4	33.9	16.8	24.3	13.4	31.3	18.2
Strongly conservative	3.0	5.6	2.4	5.4	1.9	4.2	1.7	2.9	2.2
Father's political inclination (60-b)									
Left	0.9	0.9	1.3	0.7	2.7	1.4	2.5	1.1	1.3
Liberal	20.7	18.1	15.5	14.9	17.8	16.5	20.1	14.2	18.6
Middle-of-the-road	27.0	31.3	27.4	32.2	27.5	32.0	30.2	27.0	30.7
Moderately conservative	38.4	36.5	39.0	38.1	37.2	38.0	34.2	40.4	34.9
Strongly conservative	13.0	13.3	16.9	14.0	14.7	12.1	13.1	17.3	14.5
Candidate favored at 1968 Republican Convention (61-a)									
Nixon	41.5	48.8	44.5	48.3	26.6	35.3	20.8	48.3	25.8
Rockefeller	58.5	51.2	55.5	51.7	73.4	64.7	79.2	51.7	74.2

Table 15 (Continued)

General and Political Attitudes and Preferences of American Graduate Students, by Field of Study
(Percentage Distribution)

Item Name, Number on the Questionnaire, and Response Categories	Biosciences	Business	Education	Engineering	Arts and Humanities	Mathematics and Physical Sciences	Social Sciences	Health Fields	Law
Candidate favored at 1968 Democratic Convention (61-b)									
Humphrey	34.5	50.1	42.9	44.1	28.3	36.0	31.0	38.3	39.6
McCarthy	65.5	49.9	57.1	55.9	71.7	64.0	69.0	61.7	60.4
Presidential candidate voted for in November 1968 (62)									
Nixon	31.3	52.3	40.5	46.0	27.0	31.4	21.9	46.5	31.3
Humphrey	36.0	30.1	45.3	24.4	49.8	39.9	55.6	30.2	51.5
Wallace	7.2	2.5	1.9	2.2	0.7	1.8	1.0	1.0	1.4
Another candidate	3.2	1.1	1.9	1.7	4.4	3.7	4.4	0.7	2.8
Did not vote	22.3	14.0	10.4	25.6	18.0	23.0	17.1	21.6	13.0

APPENDIX A

Graduate Student Questionnaire

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THE CARNEGIE COMMISSION ON HIGHER EDUCATION
THE AMERICAN COUNCIL ON EDUCATION

Dear Colleague:

American higher education is currently faced with grave problems. While we can see the broad outlines of these problems in over-crowded classrooms, rising costs, student rebellions, and threats to academic freedom, there is very little detailed information on the form they take in different institutions, or in different disciplines and professions. Nor do we have firm knowledge of how the people most directly affected, the students and the faculty, feel about them.

To provide such knowledge, the Carnegie Commission on the Future of Higher Education, in cooperation with the American Council on Education, is conducting a national survey of students and faculty in a broad sample of colleges and universities. The information we are gathering will be of help to the Carnegie Commission and to other bodies concerned with public policy in this area, as well as to scholars who are studying current problems and developments in American higher education.

We have no illusion that even a broad survey such as this will answer all our questions. We know the limits of questionnaires, and are conducting other studies, in other ways, to supplement this survey. Nevertheless, this survey will provide information that can be obtained in no other way. We know that you have much to do, and we know also that other surveys may have made similar demands on your time. But the present survey is unique in its scope and purposes: it is the first to ask similar questions of students and faculty in the same institutions, and it is the first to explore a variety of these issues on a national scale. The accuracy of the survey and the worth of its findings are dependent on your willingness to answer our questions. We believe the importance of the study will justify the time you give it.

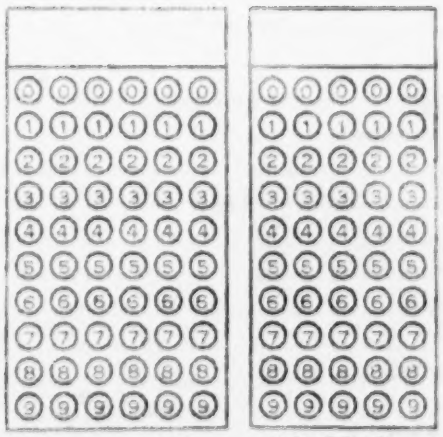
One other matter. It is impossible to frame questions all of which are equally relevant to students in different fields and institutions; you may find some that seem inappropriate to your situation. We urge you to answer all the questions as well as you can; in our analysis we will be able to take into account the special circumstances that affect replies to some questions.

Finally, we assure you that your answers will be held in strictest confidence. We are interested only in statistical relationships and will under no circumstances report responses on an individual or departmental basis. Any special markings on your form are used solely for internal data processing.

We hope you will find the questionnaire interesting to answer, and that you will complete and return it to us while you have it at hand.

With our thanks for your cooperation.

Sincerely,



Logan Wilson
President
American Council
on Education

Clark Kerr
Chairman
Carnegie Commission on
Higher Education

MARKING INSTRUCTIONS

This questionnaire will be read by an automatic scanning device. Certain marking requirements are essential to this process. Your caretul observance of these few simple rules will be most appreciated.

Use soft black lead pencil only. (No. 2½ or softer)

Make heavy black marks that completely fill the circle.

Erase completely any answers you wish to change.

Avoid making any stray marks in this booklet.

1. Your sex:

Male.....○ Female .....○

2. What is your marital status?

Engaged.....○
Married (once only) .....○
Married (remarried).....○
Separated .....○
Single (never married).....○
Single (divorced) .....○
Single (widowed) .....○

3. Number of children:

None.....○ Two .....○
One.....○ Three or more .....○

4. On the following list, please mark (1) all the degrees you now hold, (2) the degree(s) you are now working for, (3) the highest degree you expect to obtain.

(Mark each column)

①②③ — 1. Now Hold; 2. Working For; 3. Highest Expect to Obtain

Less than Bachelor's (A.A., etc.)....①②③
Undergraduate Bachelor's.....①②③
First professional law degree .....①②③
First professional medical degree (e.g., M.D., D.D.S.).....①②③
M.A.T.....①②③
Other first professional beyond undergraduate bachelor's .....①②③
Master's (except first professional)..①②③
Doctor of Arts or equivalent for doctorate degree without dissertation...①②③
Ph.D.....①②③
Ed.D. .....①②③
Other doctorate (except first professional).....①②③
None.....①②③

5. When do you expect to get the degree you are now working for?

This year.....○
Within two years.....○
Within three years .....○
Within four years .....○
Within five years .....○
Six or more years .....○
I don't expect to get the degree.....○

6. Are you now thinking about a job after finishing graduate school? *

I already have a job.....○
Yes, I am now looking.....○
Yes, I'm thinking seriously about where to go.....○
Yes, but not seriously.....○
No.....○

* "Graduate school" means any program of instruction beyond the undergraduate bachelor's, including professional schools such as law and medicine.

7. In what year did you (1) obtain your bachelor's degree, (2) first enter graduate school, (3) first enter this department * as a graduate student? (Mark one in each column)

①②③ — 1. Bachelor's Degree; 2. Entered Graduate School; 3. Entered Department

1955 or before.....①②③
1956-57 .....①②③
1958-59 .....①②③
1960-61 .....①②③
1962-63 .....①②③
1964 .....①②③
1965 .....①②③
1966 .....①②③
1967 .....①②③
1968-69 .....①②③

* "Department" includes professional schools such as law, medicine, and social work.

7A. Are you currently enrolled as a student?

Yes, full time .....○
Yes, part time .....○
No, I am not enrolled.....○

8. How many colleges and universities have you attended?

	As an Undergraduate	As A Graduate Student
One	○	○
Two	○	○
Three	○	○
Four	○	○
Five or more	○	○

9. Mark institutions attended in following list of large institutions; or if your institution does not appear, mark appropriate "other" category. (Mark one in each column)

1. Institution Entered as Freshman
2. Bachelor's Degree
3. Institution (other than your present one) last attended as graduate student

	1	2	3
None or not Applicable	○	○	○
Alabama, University of	○	○	○
Boston University	○	○	○
Brigham Young University, Utah	○	○	○
Brooklyn College	○	○	○
California Institute of Technology	○	○	○
California, University of, at Berkeley	○	○	○
California, University of, at Los Angeles	○	○	○
Carnegie Institute of Technology, Pa	○	○	○
Catholic University of America, D.C.	○	○	○
Chicago, University of	○	○	○
City College of New York	○	○	○
Colorado, University of	○	○	○
Columbia University, New York	○	○	○
Cornell University	○	○	○
Dartmouth College, New Hampshire	○	○	○
Florida, University of	○	○	○
Georgia, University of	○	○	○
Harvard University	○	○	○
Hunter College, New York	○	○	○
Illinois, University of	○	○	○
Indiana University, Bloomington	○	○	○
Iowa State University	○	○	○
Iowa, University of	○	○	○
Kansas, University of	○	○	○
Kentucky, University of	○	○	○
Louisiana State University	○	○	○
Maryland, University of	○	○	○
Massachusetts Institute of Technology	○	○	○
Michigan State University	○	○	○
Michigan, University of	○	○	○
Minnesota, University of	○	○	○
Missouri, University of, Columbia	○	○	○
Nebraska, University of	○	○	○
New York University	○	○	○
North Carolina, University of	○	○	○
Northwestern University, Illinois	○	○	○
Notre Dame, University of, Indiana	○	○	○
Oberlin College, Ohio	○	○	○
Ohio State University	○	○	○
Oklahoma State University	○	○	○
Oklahoma, University of	○	○	○
Oregon State University	○	○	○
Pennsylvania State University	○	○	○
Pennsylvania, University of	○	○	○
Pittsburgh, University of	○	○	○
Princeton University	○	○	○
Purdue University	○	○	○
Rensselaer Poly, New York	○	○	○

9 (Continued)

	1	2	3
Rochester, University of	○	○	○
Rutgers, The State University, New Jersey	○	○	○
Southern California, University of	○	○	○
Stanford University, California	○	○	○
Swarthmore College, Pennsylvania	○	○	○
Syracuse University	○	○	○
Temple University, Pennsylvania	○	○	○
Tennessee, University of	○	○	○
Texas, University of	○	○	○
Utah, University of	○	○	○
Washington, University of, Seattle	○	○	○
Wayne State University, Michigan	○	○	○
Wisconsin, University of	○	○	○
Yale University	○	○	○
Other private Ph.D.-granting university	○	○	○
Other public Ph.D.-granting university	○	○	○
Other private college (no Ph.D. program)	○	○	○
Other public college (no Ph.D. program)	○	○	○
A junior or community college	○		
A foreign institution	○	○	○

10. Is the institution in which you are now enrolled the institution in which you took (a) your bachelor's (b) your master's degree (if any)?

	Bachelor's	Master's
Yes	○	○
No	○	○
Not applicable	○	○

11. In general, how do you feel about this institution?

- It is a very good place for me ○
- It is fairly good for me ○
- It is not the place for me ○

12. In my department, the academic standards for (a) admission to graduate work (b) advanced degrees should be--

	Graduate Admissions	Advanced Degrees
Much higher	○	○
Somewhat higher	○	○
Left as they are	○	○
Somewhat lower	○	○
Much lower	○	○

13. From the following list, mark one subject in each column; mark the most appropriate fine categories, if applicable; where your precise field does not appear, mark the most similar category.

1. Intended Undergraduate Major as Entering Freshman
2. Actual Undergraduate Major
3. Department in which you are studying *
4. Intended or Actual Master's Degree
5. Intended Doctor's Degree

NONE OR NOT APPLICABLE	①②③④⑤
Agriculture and/or Forestry	①②③④⑤
Architecture and/or Design	①②③④⑤
Biological Sciences (General Biology)	①②③④⑤
Bacteriology, Molecular Biology, Virology, Microbiology	①②③④⑤
Biochemistry	①②③④⑤
General Botany	①②③④⑤
Physiology, Anatomy	①②③④⑤
General Zoology	①②③④⑤
Other Biological Sciences	①②③④⑤
Business, Commerce and Management	①②③④⑤
Education	①②③④⑤
Elementary and/or Secondary	①②③④⑤
Foundations	①②③④⑤
Educational Psychology and Counseling	①②③④⑤
Educational Administration	①②③④⑤
Other Education fields	①②③④⑤
Engineering	①②③④⑤
Chemical	①②③④⑤
Civil	①②③④⑤
Electrical	①②③④⑤
Mechanical	①②③④⑤
Other Engineering fields	①②③④⑤
Fine Arts	①②③④⑤
Art	①②③④⑤
Dramatics	①②③④⑤
Speech	①②③④⑤
Music	①②③④⑤
Other Fine Arts	①②③④⑤
Geography	①②③④⑤
Health Fields	①②③④⑤
Dentistry	①②③④⑤
Medicine	①②③④⑤
Nursing	①②③④⑤
Other Health fields	①②③④⑤
Home Economics	①②③④⑤

* Mark main department, if you are studying in more than one.

13 Continued.

Humanities	①②③④⑤
English language & literature	①②③④⑤
Foreign languages & literature	①②③④⑤
French	①②③④⑤
German	①②③④⑤
Spanish	①②③④⑤
Other foreign languages (including linguistics)	①②③④⑤
History	①②③④⑤
Philosophy	①②③④⑤
Religion & Theology	①②③④⑤
Other Humanities fields	①②③④⑤
Journalism	①②③④⑤
Law	①②③④⑤
Library Science	①②③④⑤
Mathematics and Statistics	①②③④⑤
Physical & Health Education	①②③④⑤
Physical Sciences	①②③④⑤
Chemistry	①②③④⑤
Earth Sciences (incl. Geology)	①②③④⑤
Physics	①②③④⑤
Other Physical Sciences	①②③④⑤
Psychology	①②③④⑤
Clinical	①②③④⑤
Experimental	①②③④⑤
Social	①②③④⑤
Counseling and Guidance	①②③④⑤
Other Psychology fields	①②③④⑤
Social Sciences	①②③④⑤
Anthropology	①②③④⑤
Economics	①②③④⑤
Political Science, Government	①②③④⑤
Sociology	①②③④⑤
Other Social Sciences	①②③④⑤
Social Work, Social Welfare	①②③④⑤
ALL OTHER FIELDS	①②③④⑤

14. Please indicate the extent of your agreement or disagreement with each of the following statements. Mark one circle for each item.

1. Strongly Agree
2. Agree With Reservations
3. Disagree With Reservations
4. Strongly Disagree

Opportunities for higher education should be available to all high school graduates who want it.	①②③④
Most American colleges and universities are racist whether they mean to be or not	①②③④
American colleges and universities must be destroyed before they can be reformed	①②③④
The normal academic requirements should be relaxed in appointing members of minority groups to the faculty here	①②③④

14 Continued.

More minority group undergraduates should be admitted here even if it means relaxing normal academic standards of admission ①②③④

Student demonstrations have no place on a college campus ①②③④

Students who disrupt the functioning of a college should be expelled or suspended ①②③④

Most college officials have been too lax in dealing with student protests on campus ①②③④

College officials have the right to regulate student behavior off campus ①②③④

Faculty unions have a divisive effect on academic life ①②③④

Teaching assistants' unions have a divisive effect on academic life ①②③④

College professors deserve more respect from the public than they now receive ①②③④

15. Do you subscribe to any academic or professional journals?

None ○ Three ○
One ○ Four or more ○
Two ○

16. Have you:

	Yes	No
Attended a meeting of an academic or professional society?	○	○
Presented a paper at a meeting of an academic or professional society?	○	○
Published an article in an academic or professional journal?	○	○

17. Are you currently engaged in any scholarly or research work which you expect to lead to publication under your name?

Yes ○ No ○

18. Have you decided on an area or areas of specialization within your field?

I don't intend to specialize ○
No, not yet ○
Yes, tentatively ○
Yes, definitely ○

19. How do you rate yourself among the graduate students in your department?

Among the best ○
Above average ○
About average ○
Below average ○

20. How would you describe the following in your department? (Mark one in each row)

①②③④⑤ — 1. Excellent, 2. Good, 3. Fair, 4. Poor, 5. Don't Know

The academic ability of your fellow graduate students ①②③④⑤
The academic achievements of the faculty ①②③④⑤
The variety of graduate level course offerings ①②③④⑤
The availability of faculty to graduate students ①②③④⑤
The quality of classroom instruction ①②③④⑤
The relevance of course content to your future occupation ①②③④⑤
The intellectual environment ①②③④⑤
The academic reputation of your department outside your institution ①②③④⑤
Your personal relations with other graduate students ①②③④⑤

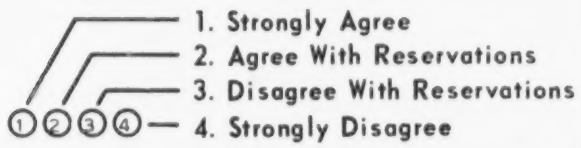
21. Please mark the extent of your agreement or disagreement with each of the following statements. Mark one circle for each item.

①②③④ — 1. Strongly Agree, 2. Agree With Reservations, 3. Disagree With Reservations, 4. Strongly Disagree

I am in graduate school in order to:

Satisfy job requirements ①②③④
Continue my intellectual growth ①②③④
Avoid the draft ①②③④
Obtain an occupation with high prestige ①②③④
Increase my earning power ①②③④
Prepare for an academic career ①②③④
Find myself ①②③④
See whether I really like a particular field of study ①②③④
Contribute to my ability to change society ①②③④
Get a teaching credential ①②③④
Study my field for its intrinsic interest ①②③④
Better serve mankind ①②③④
Engage in political activities ①②③④

22. Please indicate the extent of your agreement or disagreement with each of the following statements. Mark one circle for each item.



My field is too research oriented. . ①②③④
I consider myself an intellectual. . ①②③④
Much of what is taught in my department is irrelevant to what is going on in the outside world. . . . ①②③④
I hope to make significant contributions to knowledge in my field . . . . . ①②③④
My department has taken steps to increase graduate student participation in its decisions. . . . . ①②③④
I am basically satisfied with the education I am getting. . . . . ①②③④
Most Ph.D. holders in my field get their degrees without showing much real scholarly ability . . ①②③④
The typical undergraduate curriculum has suffered from the specialization of faculty members . . ①②③④
Any institution with a substantial number of black students should offer a program of Black Studies if they wish it. . . . . ①②③④
Any special academic program for black students should be administered and controlled by black people . . . . . ①②③④
Professors in my department don't really take female graduate students seriously. . . . . ①②③④
I see professors outside the classroom about as often as I would like. . . . . ①②③④
Professors here don't pay much attention to the graduate students . . . . . ①②③④
The female graduate students in my department are not as dedicated to the field as the males . . ①②③④
Teaching effectiveness, not publications, should be the primary criterion for the promotion of faculty . . . . . ①②③④
In my department it is very difficult for a man to achieve tenure if he does not publish . . . . . ①②③④
I tend to subordinate all aspects of my life to my work. . . . . ①②③④
Classified weapons research is a legitimate activity on college and university campuses. . . . . ①②③④

22 Continued.

Big contract research has become more a source of money and prestige for researchers than an effective way of advancing knowledge. ①②③④
Many of the highest-paid university professors get where they are by being "operators," rather than by their scholarly or scientific contributions . . . . . ①②③④
Genuine scholarship is threatened in universities by the proliferation of big research centers . . . . . ①②③④
Part of my graduate education has been essentially a wasteful repetition of what I had already covered at the undergraduate level. . . . ①②③④
Scientists should publish their findings regardless of the possible consequences. . . . . ①②③④
My career will take second place behind my family obligations . . . . ①②③④
Exciting developments are taking place in my field . . . . . ①②③④
My field is among the most respected academic disciplines. . . . . ①②③④
My field gets a good share of the best students . . . . . ①②③④
Graduate students should be more militant in defending their interests . . . . . ①②③④
Faculty members should be free on campus to advocate violent resistance to public authority. . . . . ①②③④
Faculty members should be free to present in class any idea they consider relevant . . . . . ①②③④
One should attempt to insulate one's academic work from one's personal values . . . . . ①②③④
Some of the best graduate students in my department drop out because they do not want to "play the game" or "beat the system." . . . ①②③④
The doctorate is mainly a "union card," enabling one to get the kind of job he wants . . . . . ①②③④
The graduate program in my department favors the bright, imaginative student. . . . . ①②③④

23. Do you find yourself bored in class these days?

Almost all the time . . . . . ○
Fairly often. . . . . ○
Occasionally. . . . . ○
Almost never. . . . . ○
I don't take classes. . . . . ○

24. How important to you are each of the following? (Mark one in each row)

1. Very Important
2. Fairly Important
3. Not Important

Recognition as a good student by my professors	①②③
Respect for my academic abilities from my fellow students	①②③
Approval by my parents of what I am studying	①②③

25. Do you think the following are likely to prevent you from completing your graduate work? (Mark one in each row)

	Yes	Maybe	No
Lack of interest	○	○	○
Lack of finances	○	○	○
A job offer	○	○	○
Inability to do the academic work	○	○	○
Too much emotional strain	○	○	○
The draft	○	○	○
Pressure from my wife or husband	○	○	○

26. On the average, how often do you meet informally (that is, for meals, parties, etc.) either on or off campus with graduate students in your department? With professors in your department? With people not connected with the university? (Mark one in each column)

1. Students
2. Professors
3. People Not Connected With University

Once a week or more	①②③
Two or three times a month	①②③
About once a month	①②③
A few times a year	①②③
Once a year or less	①②③

27. About how many of the people you see socially are also graduate students in your department?

Almost all	○	Some	○
Most	○	Almost none	○
About half	○		

28. Is there a professor in your department

	Yes	No
You feel free to turn to for advice on personal matters?	○	○
Who is taking or will take a special interest in helping you get a job when you finish graduate school?	○	○

29. Does the professor with whom you have most academic contact outside the classroom regard you primarily as

A colleague	○
An apprentice	○
An employee	○
A student	○
No contact outside the classroom	○

30. As a graduate student, have there been times when you felt you did not know where you stood, i.e., how far along you really were or how well you were doing?

Yes, very often	○
Yes, often	○
Yes, occasionally	○
No	○

31. At present how much attention are you giving to each of the following? (Mark one in each row)

1. Have Completed
2. Very Much
3. Some
4. Not Much
5. None

Required courses	①②③④⑤
Preparation for preliminary exams (master's or doctoral)	①②③④⑤
Preparation for language exams	①②③④⑤
Dissertation research	①②③④⑤
Dissertation writing	①②③④⑤

32. If you were to begin your academic training again, would you still choose your present discipline for specialization?

Definitely yes	○	Probably no	○
Probably yes	○	Definitely no	○

33. If no, would you choose another field

Very close to your own	○
Not close, but related	○
Quite different	○

34. During the past year have you considered changing to another institution to finish your graduate training? Have you considered changing your field of study?

	Institution	Field of Study
I am changing	○	○
I have considered it seriously	○	○
I have considered it, but not seriously	○	○
I haven't considered it	○	○

35. During the past year have you considered quitting graduate school for good?

- Yes, and I have definitely decided to quit. ○
- Yes, I have given it serious consideration ○
- Yes, I have considered it, but not seriously ○
- No ○

36. What was your undergraduate grade point average?

A or A+ ○	B ○	C or below ○
A- ○	B- ○	
B+ ○	C+ ○	

37. As an undergraduate were you ever a member of a social fraternity or sorority?

- No ○
- One year ○
- Two years ○
- Three years ○
- Four or more years ○

38. How important do you think it is that a student in your field get a firm grounding in the following during his undergraduate years?

(Mark one in each row)

①②③④ — 1. Extremely Important; 2. Fairly Important; 3. Fairly Unimportant; 4. Extremely Unimportant

- English ①②③④
- Mathematics ①②③④
- Physical science ①②③④
- Life science ①②③④
- Social science ①②③④
- The humanities ①②③④
- Art and music ①②③④
- A foreign language ①②③④

39. How satisfied are you with each of the following aspects of your undergraduate education?

(Mark one in each row)

①②③④ — 1. Very Satisfied; 2. Satisfied; 3. Dissatisfied; 4. Very Dissatisfied

- Foreign languages ①②③④
- Ability to write and organize material ①②③④
- Preparation in my subject field ①②③④
- General background of liberal education ①②③④
- Ability to work on my own ①②③④
- Ability to do original work ①②③④
- General preparation for graduate school ①②③④

40. a. What role do you believe undergraduates should play in decisions on the following?

(Mark one in each row)

①②③④⑤ — 1. Control; 2. Voting Power On Committees; 3. Formal Consultation; 4. Informal Consultation; 5. Little or no Role

- Faculty appointment and promotion ①②③④⑤
- Undergraduate admissions policy ①②③④⑤
- Provision and content of courses ①②③④⑤
- Student discipline ①②③④⑤
- Bachelor's degree requirements ①②③④⑤

b. What role do you believe graduate students should play in decisions on the following?

- Faculty appointment and promotion ①②③④⑤
- Departmental graduate admissions policy ①②③④⑤
- Provision and content of graduate courses ①②③④⑤
- Student discipline ①②③④⑤
- Advanced degree requirements ①②③④⑤

41. Has your campus experienced any student protests or demonstrations during the current academic year?

Yes ○ No ○

(If no, skip to No. 44 on page 9)

42. How would you characterize your attitude toward the most recent demonstration?

- Approved of the demonstrators' aims and methods ○
- Approved of their aims but not their methods ○
- Disapproved of their aims ○
- Uncertain or mixed feelings ○
- Indifferent ○

43. What was your role in this demonstration? (Mark all that apply)

- Helped to plan, organize, or lead the protest ○
- Joined in active protest with the demonstrators ○
- Openly supported the goals of the protestors ○
- Openly opposed the goals of the protestors ○
- Tried to mediate in the protest ○
- Was not involved actively in any way ○

GO ON TO PAGE 9

44. (a) Are you now employed (b) have you ever been employed for a term* or more while a graduate student as

	Am Now	Have Been
Part-time Research Assistant	○	○
Full-time Research position	○	○
Part-time Teaching Assistant	○	○
Full-time position as Teaching Associate or Teaching Fellow	○	○
Full or part-time faculty position as lecturer, instructor, acting assistant professor, etc.	○	○
Other academic position	○	○
None of these	○	○

* Quarter, semester, trimester, etc.

45. Would you yourself be inclined to join a union for employed graduate students if one were organized?

- There is one; I am a member ○
- There is one; I am not a member ○
- There isn't one; I almost certainly would join ○
- There isn't one; I probably would join ○
- There isn't one; I probably would not join ○
- There isn't one; I almost certainly would not join ○

46. If a large group of employed graduate students were to call for a strike over a campus issue, and you agreed with their position on the issue, do you think you would participate in the strike?

- Definitely yes ○
- Probably yes ○
- Probably not ○
- Definitely not ○

47. Do you feel that there are circumstances in which a strike would be a legitimate means of collective action

1. Definitely yes
2. Probably yes
3. Probably not
4. Definitely not

For faculty members	①	②	③	④
For teaching assistants	①	②	③	④

48. What do you think of the emergence of radical student activism in recent years?

- Unreservedly approve ○
- Approve with reservations ○
- Disapprove with reservations ○
- Unreservedly disapprove ○

49. About how many hours a week do you devote to each of the following?
(Mark one in each row)

	None	1-4	5-8	9-12	13-20	21-30	31-40	Over 40
Studying	○	○	○	○	○	○	○	○
Hours in class or required laboratories (Give actual, not credit hours and exclude teaching, if any)	○	○	○	○	○	○	○	○
Employment connected with your field of study	○	○	○	○	○	○	○	○
Employment not connected with your field of study	○	○	○	○	○	○	○	○

50. Which of the following occupations* have you engaged in continously for six months or more? Which one do you realistically expect to enter when you complete your graduate training?

* Do not include apprenticeship, internship, or teaching/research assistantship.

1. Have Done
2. Expect to enter

Teaching at the elementary or secondary level	①	②
Teaching at the junior college level	①	②
Teaching at the college or university level	①	②
Full-time research at a university	①	②
Research with a non-profit organization or institute not affiliated with a university	①	②
Research in industry	①	②
Self-employed professional practice alone	①	②
Self-employed professional practice with partner(s)	①	②
Employed professional practice	①	②
Self-employed, business	①	②
Executive or administrator in government	①	②
Executive or administrator in education	①	②
Executive or administrator in private industry	①	②
Manual labor or factory work	①	②
Military service	①	②
Clerical or sales work	①	②
Other	①	②

51. Are you interested in an academic career?

- Very interested ○
- Fairly interested ○
- Fairly uninterested ○
- Very uninterested ○ (Skip to No. 53)

52. Are you interested primarily in teaching or in research?

Very heavily in research ..... O
In both, but leaning toward research..... O
In both, but leaning toward teaching..... O
Very heavily in teaching..... O

53. Have you ever spent any time in programs such as VISTA or the Peace Corps?

Yes..... O
No, but I plan to..... O
No, but I'd like to ..... O
No, and I wouldn't like to..... O

54. Please indicate the extent of your agreement or disagreement with each of the following statements. Mark one circle for each statement.

1. Strongly agree
2. Agree with reservations
3. Disagree with reservations
①②③④— 4. Strongly disagree

There are many things that can never possibly be understood by the techniques of science..... ①②③④
It is all right to get around the law if you don't actually break it..... ①②③④
I am as strict about right and wrong as most people ..... ①②③④
I enjoy reading poetry ..... ①②③④
I enjoy classical music..... ①②③④
I do a lot of serious reading outside my field of study ..... ①②③④
Persons with a graduate education are no better than anyone else... ①②③④
There is too much concern in the courts for the rights of criminals. ①②③④
Most people who live in poverty could do something about their situation if they really wanted to ①②③④
I basically dislike large cities ... ①②③④
I have a pretty good idea when I will finish my graduate education ①②③④
When I'm with other graduate students, we usually talk about our field of study ..... ①②③④
I think I would be happier if I hadn't entered graduate school .. ①②③④
I intend to remain in this state after I complete my graduate education..... ①②③④
I am basically conservative in my religious beliefs..... ①②③④
I think of myself primarily as a scholar or scientist and not as a student..... ①②③④

54 Continued.

These days you hear too much about the rights of minorities and not enough about the rights of the majority ..... ①②③④
Where de facto segregation exists, black people should be assured control over their own schools.... ①②③④
Racial integration of the public elementary schools should be achieved even if it requires busing ..... ①②③④
Meaningful social change cannot be achieved through traditional American politics..... ①②③④
The main cause of Negro riots in the cities is white racism..... ①②③④
Communist China should be recognized immediately by the U.S. ①②③④
Hippies represent an important criticism of American culture.... ①②③④
Marijuana should be legalized .... ①②③④
Realistically, an individual person can do little to bring about changes in our society ..... ①②③④
The decline in moral standards among youth is a major problem in America today ..... ①②③④

55. How adequate are your finances to your present needs?

Very adequate..... O
Adequate ..... O
Inadequate..... O
Very inadequate ..... O

56. What was your total (family) income last year from all sources?

Less than $2,500 . O	$5,000 - $5,999.... O
$2,500 - $2,999... O	$6,000 - $6,999.... O
$3,000 - $3,499... O	$7,000 - $7,999.... O
$3,500 - $3,999... O	$8,000 - $9,999.... O
$4,000 - $4,499... O	$10,000 - $11,999.. O
$4,500 - $4,999... O	$12,000 and over .. O

57. Apart from room and board, roughly what were your total educational expenses this term? (Include tuition, registration, other fees, books, lab supplies, etc.)

Under $50..... O	$400 - $499..... O
$50 - $99 ..... O	$500 - $699..... O
$100 - $199 ..... O	$700 - $999..... O
$200 - $299 ..... O	$1,000 or over .... O
$300 - $399 ..... O	

58. **Which of the following have been sources of income for you during the current academic year? (Please check all that apply.) Which one of the following has been your primary source of income during the current year? Which has been your primary source of income since entering graduate school?**

1. A Source of Income This Year
2. Primary Source This Year
3. Primary Source Since Entering Graduate School

Fellowship	①②③
Teaching/research assistantship, internship	①②③
Non-academic job	①②③
Spouse's job	①②③
Savings	①②③
Investments	①②③
Aid from family	①②③
Loans from family or friends	①②③
Government or institutional loans	①②③
Other	①②③

59. **How interested are you in local and national politics? How interested would you be in politics as a career?** (Mark one in each column)

	Local	National	Career
Extremely interested	○	○	○
Moderately interested	○	○	○
Only slightly interested	○	○	○
Not interested at all	○	○	○

60.

1. Left
2. Liberal
3. Middle-of-the-Road
4. Moderately Conservative
5. Strongly Conservative

a. How would you characterize yourself politically at the present time? ①②③④⑤

b. What were your father's politics while you were growing up? ①②③④⑤

61. **Whom would you have favored**

a. At the Republican convention?

Nixon ○ Rockefeller ○

b. At the Democratic convention?

Humphrey ○ McCarthy ○

62. **Whom did you vote for in November?**

Nixon ○ Another candidate ○
Humphrey ○ Did not vote ○
Wallace ○ No answer ○

63. **In what religion were you raised? What is your present religious preference?**

1. Religion in which raised
2. Present religion

Baptist	①②
Baptist (Southern)	①②
Congregational (United Church of Christ)	①②
Episcopal	①②
Jewish	①②
Latter Day Saints (Mormon)	①②
Lutheran	①②
Lutheran (Missouri Synod)	①②
Methodist	①②
Presbyterian	①②
Quaker (Society of Friends)	①②
Roman Catholic	①②
Unitarian-Universalist	①②
Other Protestant	①②
Other religions	①②
None	①②
No answer	①②

64. **Do you consider yourself**

Deeply religious ○
Moderately religious ○
Largely indifferent to religion ○
Basically opposed to religion ○

65. **Where did you live for most of the time while you were growing up? Where would you prefer to live after finishing graduate school?**

	Lived	Would Prefer
On a farm	○	○
In a small town	○	○
In a moderate size town or city	○	○
In a suburb of a large city	○	○
In a large city	○	○

66. **Do any of the following statements apply to you?**

	Yes	No
I grew up in this state	○	○
I first came to this state as an undergraduate	○	○
I first came to this state as a graduate student	○	○

67. **Since first entering graduate school, how many academic years have you not been enrolled in a college or university? (Do not count summer vacations.)**

None ○ Three years ○
Less than one year ○ Four years ○
About 1 year ○ Five or more
Two years ○ years ○

68. What is the highest level of formal education reached by your spouse? Your father? Your mother? (Mark one in each column)

	Spouse	Father	Mother
No spouse	○		
8th grade or less		○	○
Some high school		○	○
Completed high school		○	○
Some college		○	○
Graduated from college		○	○
Attended graduate or professional school		○	○
Attained advanced degree		○	○

69. What is (was) your father's principal occupation? (Mark one)

- College or university teaching, research or administration ○
- Elementary or secondary school teaching, administration ○
- Physician ○
- Lawyer ○
- Other professional ○
- Managerial, administrative, semiprofessional ○
- Owner, large business ○
- Owner, small business ○
- Other white collar: clerical or retail sales ○
- Skilled wage worker ○
- Semi- and unskilled wage worker, farm laborer ○
- Armed forces ○
- Farm owner or manager ○
- Other ○

70. In general, I would characterize my parents as: Mark one circle for each item.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree

Interested in intellectual pursuits	①②③④
Interested in cultural pursuits	①②③④
Deeply religious	①②③④
Interested in politics	①②③④
Deeply concerned about their children	①②③④
Financially comfortable	①②③④
Having high aspirations for me	①②③④

71. How often do you now have contacts with your parents either through letters, phone calls, or personal visits?

- Both parents deceased ○
- Am living with parents ○
- Once a week or more ○
- Two or three times a month ○
- About once a month ○
- A few times a year ○
- Once a year or less ○

72. How often, on the average, do you attend: (Mark one in each row)

1. Once a week or more
2. Two or three times a month
3. About once a month
4. A few times a year
5. Once a year or less

A religious service	①②③④⑤
A concert	①②③④⑤
An "art" film	①②③④⑤
A play	①②③④⑤
An art exhibition	①②③④⑤
An athletic event	①②③④⑤

73. How many hours a day, on the average, do you spend watching television?

None	○	About 2	○
About ½ or less	○	About 3	○
About 1	○	Four or more	○
About 1½	○		

74. Your race:

Caucasian	○	Oriental	○
Negro	○	Other	○

75. Your age:

21 or younger	○	26-27	○
22	○	28-29	○
23	○	30-34	○
24	○	35-39	○
25	○	40 or older	○

	Yes	No
76. a. Are you a United States citizen?	○	○
b. (If yes) Have you ever been a citizen of another country?	○	○

If you have comments on any of the issues covered in this questionnaire please send them under separate cover to:

Survey of Higher Education
The Carnegie Commission on Higher Education
National Computer Systems Processing Center
1015 South Sixth Street
Minneapolis, Minnesota 55415

THANK YOU FOR YOUR COOPERATION

APPENDIX B

Institutions Participating in the Survey of Graduate Students

APPENDIX B

Institutions Participating in the Survey of Graduate Students

Adelphi University
Alabama Agricultural and Mechanical College
Alfred University - Main Campus
Allegheny College
American University
Arizona State University
Athens College
Austin College
Baylor University - Main Campus
Bennington College
Boston College
Bowdoin College
Bowie State College
Bradley University
Brandeis University
California Institute of Technology
California State College at Fullerton
Cardinal Stritch College
Chapman College
City University of New York - Baruch College
City University of New York - City College
City University of New York - Hunter College
Clarion State College - Main Campus
Columbia University - Main Campus
Connecticut College
Dartmouth College
DePauw University
Dominican College of San Rafael
Earlham College
Fisk University
Florida State University
Fort Hays Kansas State College
Franklin-Marshall College
Fresno State College
Georgia Institute of Technology - Main Campus
Gallaudet College
George Peabody College for Teachers
George Williams College
Gonzaga University
Harding College
Harvard University
Hollins College
Howard University

Idaho State University
Illinois Institute of Technology
Immaculate Heart College
Johns Hopkins University
Johnson C. Smith University
Los Angeles Baptist College and Theological
Louisiana Polytechnic Institute
Louisiana State University - Baton Rouge Campus
Loyola University of Los Angeles
Manhattanville College
Miami University - Main Campus
Michigan State University
Mills College
Montana State University
Mount Holyoke College
New Mexico State University - Main Campus
New York University
Newark College of Engineering
Northeastern University
Northwest Missouri State College
Northwestern University
Oakland University
Oberlin College
Occidental College
Ohio State University - Main Campus
Oklahoma State University - Main Campus
Oregon State University
Our Lady of the Lake College
Pennsylvania State University - Main Campus
Polytechnic Institute of Brooklyn
Pratt Institute
Princeton University
Purdue University - Main Campus
Reed College
Rhode Island College
Rhode Island School of Design
Rider College
Rollins College
Saint John College of Cleveland
Saint Louis University - Main Campus
Saint Mary's College of California
San Luis Rey College
Seattle University
Southern Illinois University - Main Campus
Southern Methodist University
Springfield College
Stanford University

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State University of New York - College at Cortland
State University of New York - College at Oswego
State University of New York - College at Potsdam
State University of New York - State University at Stony Brook
Stevens Institute of Technology
Swarthmore College
Texas Christian University
Texas Tech University
Trinity College
Tufts University
Tulane University of Louisiana
University of Akron
University of Alaska - Main Campus
University of California - Berkeley
University of California - Davis
University of California - Irvine
University of California - Los Angeles
University of California - Riverside
University of California - Santa Barbara
University of California - Santa Cruz
University of Colorado - Main Campus
University of Dallas
University of Delaware
University of Denver
University of Detroit
University of Georgia
University of Hartford
University of Idaho
University of Illinois - Urbana Campus
University of Iowa
University of Kansas
University of Kentucky - Main Campus
University of Louisville
University of Massachusetts - Amherst Campus
University of Michigan
University of Mississippi - Main Campus
University of Missouri - Columbia Campus
University of Nebraska
University of New Hampshire
University of New Mexico
University of North Carolina at Chapel Hill
University of Pennsylvania
University of Redlands
University of Rhode Island
University of Rochester
University of San Diego College for Men
University of South Carolina - Main Campus
University of Tennessee - Knoxville Campus

University of the Pacific
University of Tulsa
University of Virginia - Main Campus
University of Vermont and State Agriculture College
University of Washington
University of Wyoming
Valparaiso University
Vanderbilt University
Vassar College
Virginia Polytechnic Institute and State University
Virginia State College
Virginia Union University
Washington State University
Washington University
Washington-Lee University
Wellesley College
Western Illinois University
Williams College
Wisconsin State University at La Crosse
Wittenberg University

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APPENDIX C

Cross-Reference Between Questionnaire Items and Tabulations

APPENDIX C

Cross-Reference Between Questionnaire Items and Tabulations

Questionnaire Item	By Highest Degree Expected		By Field	
	Table	Page	Table	Page
1	3	17	10	92
2	3	18	10	93
3	3	18	10	93
4	4	29-32	11	104-107
5	4	33	11	108
6	6	50	13	125
7	4,5	33-34, 36	11,12	108-109, 111
8	5	36	12	111
9	4	34-35	11	109
10	4	35	11	110
11	5	36	12	111
12	5	37	12	112
14	7	56-58	14	131-133
15	6	50	13	125
16	6	50	13	125
17	6	50	13	125
18	6	51	13	126
19	5	37	12	112
20	5	37-39	12	112-114

Questionnaire Item	By Highest Degree Expected		By Field	
	Table	Page	Table	Page
21	7	59-62	14	134-137
22	7	62-71	14	137-146
23	5	40	12	115
24	5	40	12	115
25	5	40-42	12	115-117
26	5	42	12	117
27	5	43	12	118
28	5	43	12	118
29	5	43	12	118
30	5	43	12	118
31	5	44-45	12	119-120
32	6	51	13	126
33	6	51	13	126
34	6	51-52	13	126-127
35	6	52	13	127
36	5	45	12	120
37	5	45	12	120
38	7	71-73	14	146-148
39	7	73-74	14	148-149
40	7	75-78	14	150-153
41	5	45	12	120

Questionnaire Item	By Highest Degree Expected		By Field	
	Table	Page	Table	Page
42	5	46	12	121
43	5	46	12	121
44	5	47	12	122
45	7	78	14	153
46	7	78	14	153
47	7	79	14	154
48	7	79	14	154
49	5	48-49	12	123-124
50	6	52-54	13	127-129
51	6	54	13	129
52	6	55	13	130
53	3	27	10	101
54	8	80-86	15	155-161
55	3	18	10	93
56	3	18-19	10	93-94
57	3	19	10	94
58	3	19-20	10	94-95
59	8	86-87	15	161-162
60	8	87	15	162
61	8	87-88	15	162-163
62	8	88	15	163

Questionnaire Item	By Highest Degree Expected		By Field	
	Table	Page	Table	Page
63	3	21-22	10	96-97
64	3	22	10	97
65	3	22	10	97
66	3	23	10	98
67	5	49	12	124
68	3	23-24	10	98-99
69	3	24	10	99
70	3	25-26	10	100-101
71	3	26	10	101
72	3	27-28	10	102-103
73	3	27	10	102
74	3	17	10	92
75	3	17	10	92
76	3	17	10	92

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